

Full Review

PALO VERDE COLLEGE

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1. PURPOSE OF THE PROGRAM

Program continues to offer AST-Business Administration for Transfer to a 4-year university/institution.

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The Division serves a diverse population as a whole. The division will continue to expand a number of modalities, so students are able to choose various options available to them to complete the degree.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

The department is committed to keeping a recordkeeping of its SLO's as assigned by its timeline

4. STRENGTHS, WEAKNESSES & NEW GOALS

The demand for Business, Management, economics, and Accounting remain a high demand among its learners. New goals and a continuing of previous goals will continue to be center piece as a continue source of improvement.

5. CURRICULUM HISTORY

All of the business, economics, accounting, and management courses have been offered successfully at least once during the preceding eight semesters.

6. COURSE SCHEDULING & AVAILABILITY

The program serves mostly incarcerated students constituting a heavy reliance on correspondence courses.

7. STUDENT LEARNING OUTCOMES (SLO)

Not all SLOs were identified, regular assessment of the SLOs will need to be completed moving forward.

8. COURSE CURRENCY

All courses are updated and submitted to the Curriculum committee for final approval.

9. PROGRAM AND COURSE COVERAGE

Coverage of courses with full-time and adjunct faculty is adequate.

10. PROFESSIONAL DEVELOPMENT

Full-time faculty stay current in their field through professional development activities.

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Strategies were identified to address missing the institutional set standards.

12. ENROLLMENT TRENDS

All of the business and management courses continue to be popular.

13. FINANCIAL TRENDS

The Business Division has seen a steady increase not only in its actuals year after year, but we have also seen proposed budgets aligning within the margins of its expenses.

14. FACILITIES AND EQUIPMENT

Facilities are adequate in space, cleanliness, lighting, and equipment.

Full Review

PALO VERDE COLLEGE

BUSINESS ADMINISTRATION REPORTING FALL 2016 TO SPRING 2020

1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.”

PVC Mission Statement 02/2019

a. Describe the purpose of program and its mission.

The Division’s mission is to see a greater number of learners pursuing their AST-Business Administration for transfer. The department’s core course offerings are: *Accounting, Business, Economics, and Management*. Under this umbrella of subject areas, learners are subjected to seek any of the following certificates and/or degrees: *Certificate of Achievement, Certificate of Career Preparation, AS in Business Management, AS Business & Technology, and now the AST-Business Administration for Transfer* degree to a 4-year program.

The mission of the division is still inherently designed to see the AST-Business Administration for Transfer for learners to seek post educational pathways. With a recent modification to its core requirements, students have better access to staying on the path and achieving their goal without having a delayed time frame. With those modifications, we expect a greater number of enrollments, with the intent of completing the AST for Transfer. The modification to the degree will now deliver higher completion rates in subsequent years.

The AST- Business Administration for Transfer provides learners with the knowledge base to provide business majors how to research information using quantitative skills, and then develop ideas that are based on information to be problem solvers. Learners develop a broad knowledge of business operations, as well as helping them with gaining the necessary skills for their career trades to connect with customers, markets, finance, operations, strategy, understanding policies, and building strong communication skill sets.

The Business Administration degree provides students with skills, knowledge, and judgment requisite for business career opportunities. Many occupations in business and government services require competence, knowledge, experience, communication, leadership abilities, and special business skill sets. Retail organizations, financial institutions, insurance agencies, and government are but a few of the employers offering opportunities to persons with general professional qualifications.

b. How does the program support the College Mission?

AST-Business Administration for Transfer is becoming one of the most popular degree programs from an array of degrees offered at Palo Verde College. We are certain the volume of graduates will increase gradually as students continue to learn about the new pathway for transfer. The mission of the program is to continue its alignment with the College's mission to see a number of graduates, as well as, seeing a greater number of transfers to four-year institutions for further study in business and/or into a related discipline.

The AST in Business Administration for transfer is designed for students seeking a background in the sciences, plus training and education in business. The degree is ideal for students who wish to transfer to a California State University or University of California campus, since they can satisfy general education requirements and focus on transferable coursework in business studies.

The division is aligned with the mission of the college, the degree and its certificates fulfill the primary mission of the college by offering opportunities for academic growth to a diverse group of students for today's market needs. The high-quality educational programs prepare learners for the workforce and seek entry-level occupations, as well as prepare learners for their junior status at 4-year institutional programs.

2. POPULATION(S) SERVED

a. Describe the populations served by the program, identifying special populations, if any.

Most of the learners in the courses leading to any of the degrees and certificates in the business division, including the AST in Business Administration for Transfer. This program is supported through a correspondence modality as a preference of learning from the incarcerated system and among community learners. The department also offers a number of subject areas in a face-to-face modality each term in order to provide community students with an alternate option to taking at least one subject area for each subject area offered in a correspondence modality.

Inmate students continue to be the largest constituency of the AST in Business Administration for the Transfer program. The program continues to serve up to 18 prisons sites around the state. And it happens to be the two largest enrollment numbers that come from the riverside county region, namely, Ironwood State Prison (ISP) and Chuckawalla Valley State Prison (CVSP).

Incarcerated and community students continue to enroll in the discipline because of demands to fill occupations in various areas that require a demand in a supply chain management system. Considering these epic times with the pandemic, demands to fill these occupational areas are projected to grow at much slower pace, but still sliding on a positive direction.

As to the future of this program, it looks promising as the job market seems to indicate a better than average demand for managerial, skill labor occupations, and meeting various local needs in the private and public sector. The department is encouraged to bring a trained workforce, as well as, setting pathways for professional occupational disciplines.

- b. **Describe other populations that should be served by the program and identify plans for serving them in the future.**

The department continues to see a significant enrollment imbalance between community students and inmate students. The division recognizes the need to foster community students in the Business and Technology program. It is admirable to recognize that the college has created a face-to-face class for every subject area offered in a correspondence modality. However, not all face-to-face classes materialize due to low enrollments. Despite of that, the department continues to encourage more community students to enroll in our program, and continues to sponsor community events, such as the Annual Job Fair, College events, Career Day, Transfer Day, and various other annual scheduled campus events.

On the other hand, a continued recommendation from the Business Advisory Committee tell us that priorities are customer service, interviewing skills, and resume preparation seem to be among the top of the list needs in the industry. Since the last program review, the department has created course subject areas that tie with those listed items recommended by the advisory such as; business ethics (*BUS 210*), Business Information systems (*BUS 140*), and Quick-books (*ACC 103*) only to increase student latitude.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

- a. **Describe progress in achieving each goal outlined in the previous Full Review, providing evidence documenting such achievements.**

Goals	Action Taken
The progress made on evaluating all courses and programs on a 4-year cycle.	The department has a systematic working relationship in place with the leadership team, senate, and with the curriculum committee to keep a strong recording keeping system in place to update subject areas and programs periodically. The department has also built a strong working relationship with the community to create curriculum that is aligned with entry level occupations. The department has also tightened ties with the strong workforce regional consortium to offer similar courses/program offerings deemed as a demand by the region. Again, our Introduction to Business continues to be among the most popular of course offerings for correspondence and face to face populations because of meeting the demands to the supply chain management industry.
Continuum update of all ACC, BUS, ECO, AND MAN courses outlines, as needed.	The department has noted in the previous program review, it will continue to meet the demands of the curriculum committee to update ALL its courses and outlines to ensure the information is distributed through guided processes before final approval is made. The normal sequence is first ran through the Technical Review Committee (TRC), and then to the Curriculum Committee for denial/approval.
To continue to develop online instruction of BUS and MAN courses to expand the reach of the program	The department continues to meet regularly through the year to update courses, SLOs, complete Instructor CLOs, and adjusting as needed to its degrees and certificates as a continuum of improvement. At present date, all of its courses are approved to be offered online, hybrid, face-to-face, and through a correspondence modality. Last, up until recently, the department is seeing a slight rise in online success due to the pandemic issues that surfaced in 2020.

The department continues to support and build a strong working relationship with adjunct faculty by publicizing faculty and division meetings, as well as advisory group meetings.	The division chair continues to set up agendas, set monthly meetings, as well as send out invitations to all faculty members. This format helps with keeping everyone informed and up to date on department matters and changes as they arise. The Chair meets with adjuncts to develop evaluation procedures and expectations. All instructors including adjuncts are aware early on the need to submit in timely manner, syllabi, evaluation materials, SLOs, as well as other materials that are expected by the instruction office. Last, adjuncts are still not obligated to attend meetings, but are encouraged to participate, if their availability allows them.
Continue and expand student learning outcomes and assessment of all courses in the program, as well as continue to make it the focus points of the department.	All the ACC, BUS, ECO, and MAN courses are updated regularly and are then placed on the Curriculum Committee agenda for final approval. The department continues to make a thorough review of all SLOs and updates them, as needed.
Evaluate all certificates and degrees in term of need.	The Division has no need to bring any additional changes other than to the AST-Administration for Transfer. The Division added BUS 140 to increase the volume of enrollment of potential graduates in the degree program. Since CIS 101 was a course not allowed, BUS 140 served as a substitute for our incarcerated population needs. The department did review its completion rates and acted immediately to resolve the pathway for completion rates. With that change, we are certain students will continue to seek business degrees because these courses have immediate real-world applications in the workforce.
Ensure consistent quality in course and program delivery of encouraging the participation of full-time faculty in the performance evaluations of part-time faculty teaching courses in the program.	Full time faculty continue to have participation in evaluations of part-time faculty
Continue the practice of evaluating course syllabi for quality, consistency and academic rigor.	As part of faculty evaluations, syllabi are reviewed.

b. Explain modifications, if any, of goals outlined in the previous Full Review, providing evidence documenting such modifications.

In the previous program review, the division committed to a thorough expansion and review of its student learning outcomes and assessments of all courses in the program. The lack of fulfilling that commitment came a little short of meeting that goal. As of recently, a significant amount of time has been placed on identifying proper characteristics needed to help us, as well as, aid the college with navigating through many of our institutional objectives. At present date, the college is in the final stages of putting to work eLumen, course learning outcomes platform to automatically collect data in the most efficient manner, thus, becoming the most vital part of the academic operating system for the college.

The second modification creation was the addition of BUS 140, the course is a substitute to CIS 101 for those students not able to take a CIS course, initially was set up as a required course for the AST for transfer. The substitute will allow more incarcerated students to complete the AST without the

fear of not fulfilling all of the expectations for the degree. See the attachments AST-for Transfer Option B and Option C.

4. STRENGTHS, WEAKNESSES & NEW GOALS

a. List and comment on the major strengths of the program.

Strengths include:

The department continues to see high enrollment growth numbers in all of its business and management subject courses. The AS in Business and Technology and AS in Business Management prepares graduates with marketable skills to compete for occupational positions. With the recent added changes with AST-Business Administration for Transfer, it will create a larger number of completion rates over previous reporting periods.

With respect to labor trends and demands in the region, technological advancements are expected to support rapid employment growth in professional, business, and scientific services sectors, including computer systems design and related services as well as management, scientific, and technical consulting services. The Employment Projections captured for this reporting process shows that long-term projections are intended to capture structural change in the region and California. Not withholding back on outcomes due to Covid-19 (pandemic), analysts are optimistic we will pull out of the recession that began in February 2020. New employment projections will be visited annually, and subsequent projections will incorporate new information on economic structural changes as it becomes available for the region and the state.

States with the highest employment level in this occupation:

State	Employment	Employment per thousand jobs	Hourly mean wage	Annual mean wage
California	1,070,120	61.56	\$66.22	\$137,750
Texas	634,640	51.05	\$57.33	\$119,250
New York	502,060	52.72	\$75.69	\$157,440
Florida	474,730	53.98	\$51.56	\$107,250
Illinois	451,260	74.89	\$57.14	\$118,840

b. List and comment on the major weaknesses of the program.

Weakness include:

The program continues to rely heavily on enrollments of incarcerated students and needs to attract more community students as noted in the previous program review. The division will carefully consider all preparation possibilities when time scheduling is formalized. At the same token, the department is also aware that constraints can inhibit to achieving a rapid desired pathway. With that said, the department is now scaling at reducing the number of multiple sections to our correspondence modality. A reduction to multiple sections will help tabulate actual enrollments vs. balloon numbers. This initiative act will help

build a better flow of processing activities and provide us with a fixed ratio to understand planning sequences.

- c. **List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.**

2020-2024 Goals	Action Plan	Time-Line	Measure for success status
The implementation of Guided Pathways, ensuring quality learning	The department will ensure on building the structure that seeks to streamline our student's journey through college by providing structured choice, clear learning outcomes, and ultimately helping more students' achieve their college completion goals.	Fall 2020 - through-Spring 2025	Annual graduation completion rates
Strong Workforce Regional Consortium	Region IX includes the Blythe area, of which the region provides greater opportunities to gain credentials for employment. With the support of the system office, PVC will build bridges between the classroom and the community. The role of PVC is to work with the Regional consortium, local employers, high schools, occupation centers to develop curriculum related to the business needs of the community.	Fall 2020 - through-Spring 2025	Annual graduation completion rates
Continue to build a working relationship with the Business Advisory Committee to serve the needs of the community	It is' the department's mission to meet with its community constituency advisory members to coordinate and identify gaps in existing educational standards. Convene meetings, workshops, community events to identify and support the development of career and occupational demands.	Fall 2020 - through-Spring 2025	Bi-Annual gatherings April/May
Provide a greater number of online courses by getting training, as well as recertifying on a continuum basis	The department is committed to improving online instructional services. Faculty will be encouraged to learn the components involved in applying course design, development of modules, setting up course templates, and engaging learners with innovative experiences. The division will be exposed to new methods and the use of multiple platforms that are effective to advancing learning. Due to the Covid pandemic, trainings and the need to certify these skill sets will enable greater and long-term benefits to the learning necessities of an educational system. The goal is to stimulate dialogue between instructor and students and among students themselves.	Spring 2021- through-Spring 2025	On-going - through-training
The department continues to support and build a strong working relationship with adjunct faculty by publicizing faculty and division meetings.	The division chair continues to set up agendas, set monthly meetings, as well as send out invitations to all faculty members, including to all adjunct faculty members. This format helps with keeping everyone informed and up to date on department matters and changes as they arise. The Chair meets with adjuncts to develop evaluation procedures and set department expectations in advance of any assignments provided.	Monthly- through-Spring 2025	Development of Agendas and minutes
Develop a uniform 2-year schedule for every subject area	The department is committed to creation and developing a syllabus plan to follow. It will serve as a road map of the subject	January 2021	

offered by the division.	area expectations. The department will be responsible for preparing a two-year schedule for courses.	through Spring 2025	Development of Agendas and minutes
Continue and expand student learning outcomes and assessment of all courses in the program, as well as, continue to make it the focus points of the department.	All of the ACC, BUS, ECO, and MAN courses are updated regularly and will continue to be a priority for setting up the updates, as well as, aligning those subject areas with the framework of the college mission. The department will continue to make a thorough review of all SLOs and update them, as needed.	January 2021 through Spring 2025	Ongoing - through -Spring 2025
Continue the practice of evaluating course syllabi for quality, consistency and academic rigor.	As part of faculty evaluations, syllabi are reviewed.	January 2021 through Spring 2025	Ongoing - through -Spring 2025

- d. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.**

The alignment between continuing and new program goals and those listed on the current integrated Strategic Plan are right on track with the models the college has displayed. The division is committed to the goals outlined by the college. Committed to a comprehensive implementation by increasing a greater number of ADTs completers, aligning with labor market data, increase number of transfers to 4 year institutions, focus on the promotion of diversity, sustain collegial dialog with regards to student learning outcomes. And implement a planning and process delivery for instructional operational stability.

Timeline and Deliverables				
GOALS	DELIBERABLES	Strategic Plan Goals 2020 Vision	ACTION	EVIDENCE
Bus Admin for Transfer (AST)	Review and develop courses to accommodate the need for seeing transfer results to UC or CSU.	Goal 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer.	Action item: Full body Approval	Agenized
Department Meetings	Department meets: Review collection of data, meet with counseling, meet with the Business Advisory Committee, work collaboratively with the curriculum committee		Monthly/bimonthly	Agenda and Minutes
Student Learning Outcomes (SLOs)	Department will evaluate and assess the quality of its educational programs and services and work with the Curriculum Committee to stay-up to date.	Goal 4: Demonstrate a sustained collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	Schedule as needed meetings	Agenized

Department Meetings	Update data on eLumen, SLO Matrix, and update Curriculum with department outcomes.		Annually/ Bi-annual	Agenda and minutes
Guided Pathways	Updating cohort of existing ADT and facilitate collaboration with all interested parties	Goal 9: Initiate and maintain career pathways discussions and create articulation agreements as pathways are agreed upon.	Schedule as needed meetings	Agenda
Department Meetings	Department will evaluate the status and any changes needed as requested by CCCC.		Annually	Agenda and Minutes
Program Review	Department will update report every 5 years and work with the program review committee.	Goal 10: Develop a transparent position request process, based on Program Review data, for identifying, prioritizing, and allocating additional human resources that are needed to accomplish the mission of the District through the end of the 2017-20 Strategic Plan.	Schedule meetings	Agenda
Department Meetings	Schedule periodic meetings to discuss goals and objectives of the department.		Schedule every 5 years	Agenda and Minutes

5. CURRICULUM HISTORY

- a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

ACCOUNTING; BUSINESS; ECONOMICS; MANAGEMENT SECTION OFFERINGS

	2016FA	2017SP	2017FA	2018SP	2018FA	2019SP	2019FA	2020SP
ACC 100	X	X	X	X	X	X	X	X
ACC-101	X	X	X	X	X	X	X	X
ACC-102		X		X		X	X	X
BUS-101	X	X	X	X	X	X	X	X
BUS-135	X	X	X	X	X	X	X	X
CIS-101	X	X	X	X	X		X	X
ECO-105		X		X		X		X
ECO-106	X		X		X		X	
MAT-106	X	X	X	X	X	X	X	X

Among the list that's displayed above, all of the courses were successfully offered as expected. In some cases, courses are provided either odd years or even years so that students were able to enroll in the next sequence of the core requirements. Evidence appear to support a desired interest in making progress towards accomplishing this academic degree.

- b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

Not Apply

6. COURSE SCHEDULING & AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

The division has worked rigorously to engage a productive learning outcome, as well as, make it meaningful in a manner that creates interest. On a larger scale the college as well as the department is providing options for more structured pathways to degrees. A two year education plan will benefit first-generation, returning students, and low-income college students, as these students typically face substantial challenges in developing educational and career goals and in selecting appropriate classes and programs to make progress toward those goals. Without a structured process, low-income students have traditionally found obstacles and as a result fall short of finding a meaningful pathway to pursue. Essentially, shorter term credentials tend to be desired pathways when learners are absent of the broad range of degree programs available to them. Providing more structure can help guide more students to enroll in general education courses that count toward a wide range of transfer options to them.

To support students as they transition from feeder schools into the college setting, learners will be required to participate in orientation, advising, student success courses, and enroll in the summer bridge program. At that level students will be informed of instructional programs and career related interests, as well as introduce them to support systems at PVC. Essentially, students will have the opportunity to develop educational goals, career goals and a degree plan. We believe that the encouragement mechanism will help students make better and wiser decisions about course offerings. This implies that encouraging or even requiring students to follow a 2-year education plan will provide students with more structured pathways that are directed toward a completion period.

7. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 For AST – Bus Admin for Transfer				
Acquire fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.				
Course IDs within the Program that map to PLO#1	% Successful Students 2016-2017	% Successful Students 2017-2018	% Successful Students 2018-2019	% Successful Students 2019-2020
ACC 101		90.7%		
ACC 102				
BIO 100		54.7%	41.0%	

Average Percentage Program Learning Outcome #1 For AST – Bus Admin for Transfer				
Acquire fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.				
Course IDs within the Program that map to PLO#1	% Successful Students 2016-2017	% Successful Students 2017-2018	% Successful Students 2018-2019	% Successful Students 2019-2020
BIO 101				
BUS 101		80.7%		
BUS 135				
BUS 140				New
CIS 101				
ECO 105				84.3%
ECO 106				
MAN 106				73.7%
MATH 110	83.6%			
MATH 210		67.0%		66.7%
Average % of Successful Students by Year	83.6%	73.3%	41.0%	74.9%

Average Percentage Program Learning Outcome #2 For AST -Bus Admin for Transfer				
Demonstrate understanding of various business functions, practices and related theories and be able to integrate this functional knowledge in order to address global market practices.				
Course IDs within the Program that map to PLO#1	% Successful Students 2016-2017	% Successful Students 2017-2018	% Successful Students 2018-2019	% Successful Students 2019-2020
ACC 101		90.7%		
ACC 102				
BUS 101		80.7%		
BUS 135				
CIS 101				
ECO 105				84.3%
ECO 106				
Average % of Successful Students by Year		85.7%		84.3%

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes For AST-Business Administration for Transfer				
PROGRAM LEARNING OUTCOME	% Successful Students 2016-2017	% Successful Students 2017-2018	% Successful Students 2018-2019	% Successful Students 2019-2020
PLO #1	83%	73%	41	74%

PLO #2		85%		84%
Average % of Successful Students by Year	83%	79%	41%	79%

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be identified in the Program Level CLO Worksheets.

Prog Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
Bus Admin Transfer	1 and 2	BUS 140	To enhance enrollments	Option to CIS 101	Instructor from both CIS and Bus division mutually taught	Results pending next assessment	N/A
Bus Admin Transfer	1 and 2	BUS 206	Need to enhance writing skills		Instructor	Results pending next assessment	
Bus Admin Transfer	1 and 2	BUS 105	Need for better performance on exams and assignments	Provide students with lecture notes and extra assignments targeting needs	Instructor	Results pending next assessment	Fall 2019

- a. List courses for which CLOs have not been assessed. Provide an explanation why assessments of these CLOs have not been performed.

Not all of the courses that were required to be assessed were not available. These include as follow:

ACC 102

BUS 115

BUS 135

BUS 221

ECO 106

MAN 205

- b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

It appears that there is no record to find CLOs or PLOs during the period they were required to be completed. No record of revision or deleted in the past year.

- c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

BUS 105, Business Mathematics, introduced two extra study guides into the course requirements to help increase students' skills in quantitative applications. This was in response to the FA 2018 assessment which states, in part, "Students should be provided with extra study guides in the areas tested in Exam #2, which is the basis for SLO #1." (Thiebaux)

BUS 206, Marketing, FA 2019 "I think that either I need to work more with the students on preparing them to write in an articulate manner or I need to use a different assessment device." (Frid)

ACC 100, Introduction to Accounting. "I would like to offer students lecture notes and additional exercise assignments, so they can continue producing effective results." (Martinez) In following up on this assessment recommendation, the instructor is now providing his students with lecture notes and additional exercise assignments.

Department chair has increased the participation of adjunct instructors to share their input on course content and evaluation methods. There is value in aligning our benchmarks as a division in order to see more effectively achievement from a larger scale. This methodology is welcomed by all faculty to continue using this organizational tool that will build a full understanding of our strengths and weaknesses.

d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

Implemented BUS 140 an alternate requirement for CIS 101. While this action is not a direct result of SLO assessment, its purpose was to increase accessibility for incarcerated students to PVC's business programs and thereby enhance SLO performance.

e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

Most of the courses taught by division faculty are in correspondence mode, making a comparison with face-to-face counterparts difficult. However, there are a few instances in which multiple sections of a course were offered and where assessment results of a face-to-face section (FF) can be compared with results from correspondence sections (COR) offered at the same time. Here are two examples:

		FF-1 section	COR-4 sections
ACC 101	FA 2017	70.0	84.6
		FF-1 section	COR-5 sections
BUS 101	FA 2017	93.0	80.0

The results show that, in the case of ACC 101, correspondence section assessments are higher than those of the face-to-face section. In the case of BUS 101, on the other hand, the results show

that the face-to-face section assessments are higher than the correspondence sections. While the results are somewhat inconclusive, it can be said there is no systemic tendency for one mode or the other to show stronger assessment results.

8. COURSE CURRENCY

- a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Curriculum Comm-Date	Board of Trustee -Date
ACC-100	3/19/2020	4/16/2020
ACC-101	11/17/2017	12/12/2017
ACC-102	11/16/2017	12/12/2017
ACC-103	11/14/2019	12/13/2019
BUS-101	12/11/2014	1/20/2015
BUS-103	3/14/2019	4/16/2019
BUS-105	11/16/2017	12/12/2017
BUS-115	3/14/2019	4/16/2019
BUS-135	4/12/2018	5/8/2018
BUS-140	11/14/2019	12/13/2019
BUS-201	4/11/2019	5/14/2019
BUS-202	12/12/2019	1/21/2020
BUS-206	11/16/2017	12/12/2017
BUS-210	11/16/2017	12/12/2017
BUS-221	4/11/2019	5/14/2019
ECO-105	3/14/2019	4/16/2019
ECO-106	3/14/2019	4/16/2019
MAN-105	4/11/2019	5/14/2019
MAN-106	11/16/2017	12/12/2017
MAN-107	4/11/2019	5/14/2019
MAN-145	11/16/2017	12/12/2017
MAN-205	3/14/2019	4/16/2019

- b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

As noted above, all the subject areas listed above are currently updated with the exception to BUS 101. However, as of recently the department submitted all of the changes necessary to uphold a critical role in the curriculum mandates and processes. Beyond these expectations, the department is also well aware of sequences and expectations that are needed to maintain current provisions for transfer and for awarding degrees and certificates. Additionally, course outlines are regularly reviewed as part of the department, as well as, fulfilling the next sequence process for program review. Clearly, the division lays out the expected content and objectives for a course faculty will use to teach, this includes part-time faculty. The division chair

is charged with ensuring that core components are covered in all sections of a course. And the integrity of the instruction relies on the COR to identify those elements that will be covered by all faculty members teaching the subject area.

9. PROGRAM AND COURSE COVERAGE

- a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
ACC-101	X		
ACC-102	X		
ACC-103	X		
BUS-101			X
BUS-103			X
BUS-105			X
BUS-115			X
BUS-135			X
BUS-140			X
BUS-201			X
BUS-202			X
BUS-206			X
BUS-210			X
BUS-221			X
ECO-105	X		
ECO-106	X		
MAN-105			X
MAN-106			X
MAN-107			X
MAN-145			X
MAN-205			X

- b. Explain how effectively the program is served with the current coverage.

There is no deficiency in course coverage.

- c. Describe plans to correct deficiencies, if any, in course and program coverage.

Courses offered in the AST Business Administration for Transfer program are adequately covered by full-time and part-time faculty.

10. PROFESSIONAL DEVELOPMENT

- a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Brian Thiebaut

Teaches English and business courses at Palo Verde College, has participated in various professional development activities in the past four years. Those activities include having served on accrediting teams visiting Southwestern College (2017), Leeward College (2018) and Coastline College (2019).

Prior to each visit, Brian received ACCJC team training that reviewed accreditation standards as well as changes in procedures and practices. During the most recent visit—to Coastline—Brian served as team assistant to PVC Superintendent/President and team chair, Dr. Don Wallace.

Brian's accreditation training and experience, which has enabled him to stay current with accreditation practices and procedures, made him particularly well-equipped to serve as editor-in-chief in researching and writing Palo Verde's own accreditation self-evaluation report in 2020.

In the summer of 2020, Brian participated in the Curriculum Institute sponsored by California Community College Academic Senate, emphasizing new trends in curriculum practices of interest to Palo Verde College.

In 2017-18, Brian participated in two training conferences dealing with compliance with AB 705. In collaboration with administrators and other faculty, Brian subsequently developed the compliance plan, for English courses, for Palo Verde College. While the plan focuses on English, it has an impact on other disciplines, including business, in terms of course pre-requisites and degree requirements.

Currently, Brian is a member of the team of faculty and administrators developing the student learning outcomes assessment component of eLumen, an activity expected to lead to improvements in processing and storing learning outcome data and findings.

There are no unmet professional development needs currently.

Peter Martinez

The first professional growth listing has to do with providing volunteer services with the City of El Centro. Since 2011 to 2017, I served on the Personnel Appeal's Board. Duties included overseeing hearings and reviewing rules and regulations as they pertain to specific employee and department policies. My continued exposure and knowledge of knowing how management, government operations, and regulations are structured.

The second professional growth has to do with serving as a board supervisor for "Sun Community Federal Credit Union." Since 2014-Present, I have been a member of the supervisory team for the (bank) credit union. Along with four other supervisors, I review the bank's internal audits and approve or deny outcomes based on financial evidence provided by department managers. And as of April 2020, I was appointed by the Board of Directors to serve as the next Supervisor Chair through 2021. As the Chair, responsibilities include reviewing setting up agendas, approving or denying action of the bank. Other duties include making determination whether the actions taken by the bank are appropriate or inappropriate in accordance with NCUA guidelines. Other duties include, participating in regulatory

agency trainings once a year. These training are provided to keep the supervisory group abreast to national guidelines, as well as meeting state and federal regulations.

Served as division chair 2016-2017 and again 2018-2020 for the business division and provided leadership to the department with regards planning, scheduling, and the development of courses for the certification of creating needed educational pathways.

Served as President of the Academic Senate for PVC 2017-2018 and fulfilled leadership roles by making sure that shared-governance responsibilities were a continuum and a supportive factor. Other duties included review academic matters of central importance to the college.

Last, serves as a member of the Strong workforce Regional committee and is participating in the entrepreneur certification training to provide the local area with more opportunities aid students with seeking career pathways in business and/or related occupations.

There are no unmet professional development needs at this time.

Sarah Frid

Sarah has grown as a professional over the years, she has been a department chair, and as most recently serves as the college Senate President for PVC. Along with her professional growth areas, she has also taken a lead in various campus and statewide leadership roles. A list of those professional development attributes is as follow:

- March 2017 CTA Equity & Diversity Conference in San José, CA.
- I attended training as the Business Division representative for the Chancellor's Code Alignment Project in August 2017.
- Desert Regional Consortium Strong Workforce Project Planning Session in September 2017.
- Curriculum Workshop for writing Non-Credit Programs, San Bernardino Valley College in April 2018
- New World of Work Webinar November 2018
- Obtained Entrepreneurial Mindset Facilitator Certificate from the Entrepreneurial Learning Initiative in September 2019
- Attended NACCE (National Association for Community College Entrepreneurship) Annual Conference in October 2019
- Attended Academic Senate Faculty Leadership Institute in June 2020.

There are no unmet professional development needs at this time.

Dr. Michael Gaubeca

Dr. Gaubeca teaches accounting, economics, and business courses at PVC. He also is a regular volunteer assisting local residents in preparing their annual tax returns.

There are no unmet professional development needs at this time.

b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

At the moment, the college leadership team is working in a collaborative effort to create a strong working relationship with faculty to access resources for online learning. Trainers within house and outside facilitators have provided guidance to support the college with making the necessary adjustments for the

coming terms. The academic senate is also working on the completion of a training manual to support our new teaching hires to provide them with the fundamentals of developing and strengthening their knowledge, competences, and attributes for achieving milestone in their teaching assignments.

With the recent health factors due to the pandemic, technology may become the driving force to accelerating our pathways that were originally were set in motion prior to this lockdown/shortfall period. As things continue to evolve, we may turn to those in a leadership role to provide us with new or up to date supportive services.

11. STUDENT SUCCESSFUL COMPLETION & RETENTION

*Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP*

- a. **Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.**

The Current Institutional Set Standard is: 73.5.

The Business division has seen a moderate improvement in success rates, that's student passing the course with a grade of "C" or better due to the departments enforcement and scope to make things better. These adjustments are noticeable when comparing data with 2016-2017 and subsequent academic years. The department understands there will continue to be an ongoing monitoring if improvements are expected to be continued.

Average Completion Rates for ACC, BUS, ECO and MAN Courses, by Semester

FA 2016	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020
62%	73%	77%	80%	75%	79%	72%	69%

As noted in the previous program review report (Full Report), the analysis seems to indicate that no-show data are the apparent reasons to the low rates, so it makes sense to continue to target the depth of this matter very closely to avoid getting false diagnostics. On the other hand, successful courses tended to have fewer grades of W, by comparison.

The division now believes that there is a correlation between courses with rates below 70.6% and not issuing no shows because the no-show deadline occurs too early in the semester to determine if a student should be dropped.

BUS ADMIN	2016
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Completion		
	2016FA	2017SP
ACC-100	58%	75%
ACC 101	41%	63%
ACC-102	-	80%
BUS-101	54%	72%
BUS-135	56%	49%
BUS-140	New	New
CIS-101	48%	84%
ECO-105	-	71%
ECO-106	68%	-
MAT-106	58%	100%

BUS ADMIN	2016
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Completion				
	Corr.	F2F		Online
ACC-100	66%	57%		-
ACC 101	55%	43%		
ACC-102	80%	-		-
BUS-101	62%	17%		-
BUS-135	53%	-		-
BUS-140	NEW	NEW	NEW	
CIS-101	65%	-		80%
ECO-105	71%	-		-
ECO-106	68%	-		-
MAT-106	58%	100%		-

BUS ADMIN	2017
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Completion		
	2017FA	2018SP
ACC-100	75%	78%
ACC 101	59%	94%
ACC-102	-	67%
BUS-101	77%	79%
BUS-135	65%	86%
BUS-140	New	New
CIS-101	73%	76%
ECO-105	-	83%
ECO-106	87%	-
MAT-106	59%	83%

BUS ADMIN	2017
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Completion				
	Corr.	F2F		Online
ACC-100	76%	80%		-
ACC 101	77%	89%		
ACC-102	-	-		67%
BUS-101	76%	85%		-
BUS-135	72%	83%		-
BUS-140	New	New		-
CIS-101	75%	-		-
ECO-105	83%	82%		-
ECO-106	87%	-		-
MAT-106	59%	83%		-

BUS ADMIN	2018
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Completion		
	2018FA	2019SP
ACC-100	55%	65%
ACC 101	77%	93%
ACC-102	-	83%
BUS-101	75%	67%
BUS-135	32%	54%
BUS-140	NEW	NEW
CIS-101	55%	-
ECO-105	-	83%
ECO-106	90%	-
MAT-106	67%	88%

BUS ADMIN	2018
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Completion				
	Corr.	F2F		Online
ACC-100	63%	40%		-
ACC 101	83%			
ACC-102	83%	-		-
BUS-101	69%	84%		-
BUS-135	47%	-		-
BUS-140	NEW	NEW	NEW	-
CIS-101	55%	-		-
ECO-105	87%	33%		-
ECO-106	96%	77%		-
MAT-106	67%	88%		-

BUS ADMIN	2019
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Completion		
	2019FA	2020SP
ACC-100	63%	69%
ACC 101	67%	66%
ACC-102	100%	25%
BUS-101	64%	69%
BUS-135	68%	67%
BUS-140	NEW	NEW
CIS-101	64%	40%
ECO-105	-	86%
ECO-106	84%	-
MAT-106	34%	36%

BUS ADMIN	2019
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Completion				
	Corr.	F2F		Online
ACC-100	68%	53%		-
ACC 101	67%	60%		60%
ACC-102	18%	100%		-
BUS-101	66%	65%		-
BUS-135	68%	-		-
BUS-140	NEW	NEW		-
CIS-101	56%	-		-
ECO-105	86%	-		-
ECO-106	84%	-		-
MAT-106	29%	37%		-

BUS ADMIN	2016
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Retention		
	2016FA	2017SP
ACC-100	79%	86%
ACC 101	64%	93%
ACC-102	-	100%
BUS-101	86%	84%
BUS-135	82%	84%
BUS-140	New	New
CIS-101	81%	90%
ECO-105	-	84%
ECO-106	88%	-
MAT-106	77%	100%

BUS ADMIN	2016
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Retention			
	Corr.	F2F	Online
ACC-100	82%	79%	-
ACC 101	79%	86%	
ACC-102	100%	-	-
BUS-101	84%	100%	-
BUS-135	83%	-	-
BUS-140	New	New	new
CIS-101	86%	-	88%
ECO-105	84%	-	-
ECO-106	88%	-	-
MAT-106	77%	100%	-

BUS ADMIN	2017
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Retention		
	2017FA	2018SP
ACC-100	89%	86%
ACC 101	85%	97%
ACC-102	-	67%
BUS-101	91%	89%
BUS-135	84%	97%
BUS-140	New	New
CIS-101	87%	92%
ECO-105	-	88%
ECO-106	87%	-
MAT-106	79%	100%

BUS ADMIN	2017
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Retention			
	Corr.	F2F	Online
ACC-100	87%	93%	-
ACC 101	91%	100%	
ACC-102	-	-	67%
BUS-101	90%	90%	-
BUS-135	89%	92%	-
BUS-140	New	New	-
CIS-101	90%	-	-
ECO-105	87%	91%	-
ECO-106	87%	-	-
MAT-106	79%	100%	-

BUS ADMIN	2018
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BUS ADMIN	2018
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Retention		
	2018FA	2019SP
ACC-100	88%	87%
ACC 101	81%	93%
ACC-102	-	86%
BUS-101	89%	91%
BUS-135	86%	70%
BUS-140	New	New
CIS-101	90%	-
ECO-105	-	92%
ECO-106	95%	-
MAT-106	74%	91%

Retention			
	Corr.	F2F	Online
ACC-100	88%	80%	-
ACC 101	85%		
ACC-102	86%	-	-
BUS-101	90%	92%	-
BUS-135	75%	-	-
BUS-140	New-	New	New
CIS-101	90%	-	-
ECO-105	93%	83%	-
ECO-106	96%	92%	-
MAT-106	74%	91%	-

BUS ADMIN	2019
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BUS ADMIN	2019
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Retention		
	2019FA	2020SP
ACC-100	86%	90%
ACC 101	76%	91%
ACC-102	100%	92%
BUS-101	77%	94%
BUS-135	90%	94%
BUS-140	New	New
CIS-101	91%	90%
ECO-105	-	92%
ECO-106	92%	-
MAT-106	78%	76%

Retention			
	Corr.	F2F	Online
ACC-100	89%	79%	-
ACC 101	86%	80%	
ACC-102	91%	100%	-
BUS-101	84%	77%	-
BUS-135	92%	-	-
BUS-140	*New	*New	-
CIS-101	91%	-	-
ECO-105	92%	-	-
ECO-106	92%	-	-
MAT-106	82%	74%	-

***New starting Spring 2021**

b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

On a better note, retention rates for program courses are high compared to completion rates because of the inclusion of grades of A, B, C, P D, F, and NP in the numerator of the formula. The formula does not include grades of W on the assumption that a student would not be counted as having been “retained” if the student dropped the course prior to the end of the term. As a consequence, to this analysis, successful completion rates are apparent to having a successful margin are a direct link to grades of W are causing low retention rates. The exclusion of the grade of W in the formula is a result to why our retention rates continue to be comparatively higher.

In comparison to the educational GE requirements for Option B or Option C, students enrolled in either one of these degree programs were not affected in their selection for the Business discipline. Essentially, the grade of “W” under the “Retention” formula allows for higher index numbers over its comparisons to completion rates.

c. Indicate the number of annual awards over the preceding four (4) years and assess trends in the number of program certificates and degrees awarded.

Name of Award	2016-17	2017-18	2018-19	2019-20
AST, Business Administration for Transfer	2	1	7	4

12. ENROLLMENT TRENDS

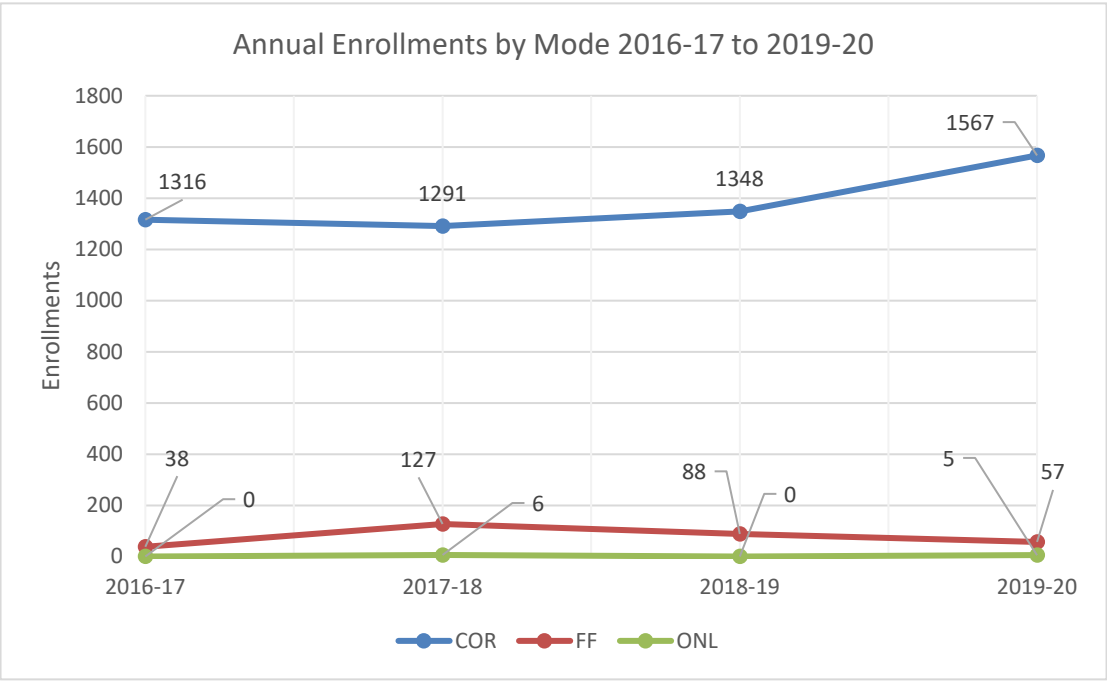
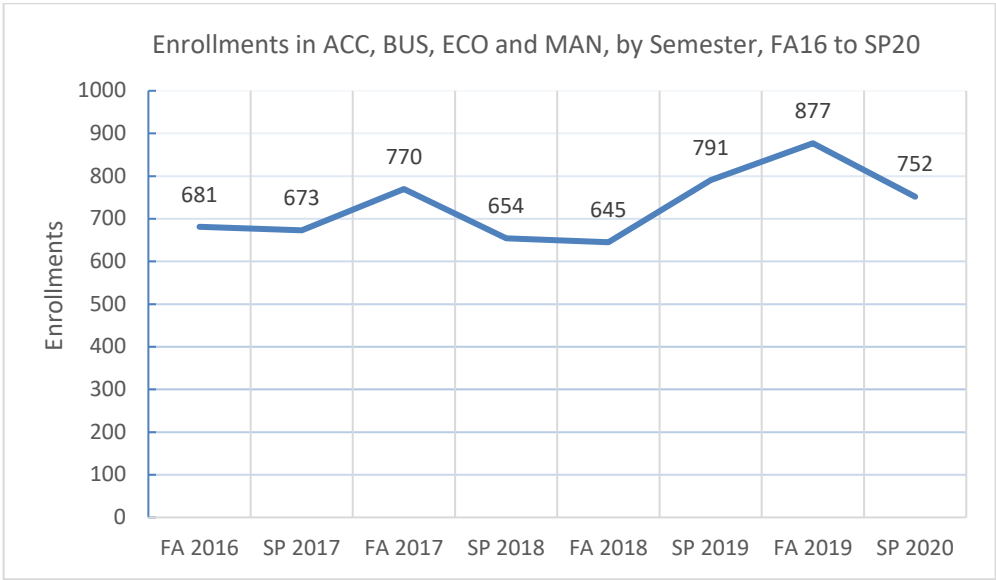
Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.

Summary of Enrollments				
Modality	2016-2017	2017-2018	2018-2019	2019-2020
Correspondence	856	909	690	740
Face to Face	48	144	121	127
Online	25	6	0	5
Grand Total	929	1059	811	872

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

The following table summarizes enrollment trends and clearly shows that program enrollments have steadily stayed even across the board with the exception to 2017-2018. These trends are clearly attributable to a number of prison sites being served by Palo Verde College. On a specific note, data tell us that CIS 101 took a low point enrollment during the 2018-2019, this is due to new policies instituted in the California Department of Corrections. As a consequence, students majoring in Bus Admin for transfer were affected by their inability to complete the degree under this expected layout. With the recent changes made to the degree, students will now have the option to complete the degree without having to wait for the CDC to come to a definitive solution to the matter at hand. As of result to that, we expect a higher volume of completion rates will begin to material as students learn more about the positive changes made to the degree plan.

Enrollments by Semester: Enrollments remained fairly stable ranging from a low of 645 (FA 2018) to a high of 877 (FA 2019). There was some fluctuation among the other semesters, but nothing unusual.



BUS ADMIN	2016	
Enrollment		
	2016FA	2017SP
ACC-100	121	97
ACC 101	22	27
ACC-102	-	5
BUS-101	140	85
BUS-135	39	37
BUS-140	NEW	NEW
CIS-101	128	142
ECO-105	-	38
ECO-106	41	-
MAT-106	26	21

BUS ADMIN	2016		
Enrollment			
	Corr.	F2F	Online
ACC-100	204	14	-
ACC 101	42	7	
ACC-102	5	-	-
BUS-101	219	6	-
BUS-135	76	-	-
BUS-140	NEW	NEW	NEW
CIS-101	245	-	25
ECO-105	38	-	-
ECO-106	41	-	-
MAT-106	26	21	-

BUS ADMIN	2017
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Enrollment		
	2017FA	2018SP
ACC-100	99	90
ACC 101	27	35
ACC-102	-	6
BUS-101	161	125
BUS-135	49	35
BUS-140	NEW	NEW
CIS-101	155	152
ECO-105	-	41
ECO-106	31	-
MAT-106	29	24

BUS ADMIN	2017
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Enrollment			
	Corr.	F2F	Online
ACC-100	174	15	-
ACC 101	53	9	
ACC-102	-	-	6
BUS-101	213	73	-
BUS-135	72	12	-
BUS-140	NEW	NEW	NEW
CIS-101	307	-	-
ECO-105	30	11	-
ECO-106	31	-	-
MAT-106	29	24	-

BUS ADMIN	2018
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Enrollment		
	2018FA	2019SP
ACC-100	73	83
ACC 101	26	14
ACC-102	-	29
BUS-101	159	163
BUS-135	22	46
BUS-140	NEW	NEW
CIS-101	20	-
ECO-105	-	75
ECO-106	41	-
MAT-106	27	33

BUS ADMIN	2018
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Enrollment			
	Corr.	F2F	Online
ACC-100	136	20	-
ACC 101	40		
ACC-102	29	-	-
BUS-101	273	49	-
BUS-135	68	-	-
BUS-140	NEW	NEW	NEW
CIS-101	20	-	-
ECO-105	69	6	-
ECO-106	28	13	-
MAT-106	27	33	-

BUS ADMIN	2019
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BUS ADMIN	2019
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Enrollment	2019FA	2020SP
ACC-100	73	68
ACC 101	21	32
ACC-102	1	12
BUS-101	207	109
BUS-135	41	49
BUS-140	NEW	NEW
CIS-101	22	10
ECO-105	-	49
ECO-106	74	-
MAT-106	59	45

Enrollment	Corr.	F2F	Online
ACC-100	122	19	-
ACC 101	43	5	5
ACC-102	11	2	-
BUS-101	285	31	-
BUS-135	90	-	-
BUS-140	NEW	NEW	NEW
CIS-101	32	-	-
ECO-105	49	-	-
ECO-106	74	-	-
MAT-106	34	70	-

13. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

The department on annual basis submits its proposed budget as an estimate of revenues needed to account for salaries, benefits, and other departmental needs. The actuals are reflection of how much expenditures have actually generated during a fiscal year. As noted below, the raw data amplifies the increase in salary expenses due to the demand in instructional services. The department has approximately 11 adjunct instructors ready and able to teach for the department. So, in essence, most of the adjuncts who teach for Palo Verde College have rendered their services to accommodate the college's need to fill a high demand of instructional courses that are open to be filled.

Row Labels	Source	Budgeted	Expended
2016-2017			
ACC		\$117,488.79	\$117,488.79
Overload Salaries	OVL/Overload	\$10,624.24	\$10,624.24
Overload Benefits	OVL/Overload	\$1,679.98	\$1,679.98
Supplies	LOT/Lottery	\$480.31	\$480.31
Benefits	ACC	\$19,276.37	\$19,276.37
Copying/Printing	LOT/Lottery	\$15.25	\$15.25
Salaries	ACC	\$85,412.64	\$85,412.64
BUS		\$132,085.78	\$132,085.78
Overload Salaries	OVL/Overload	\$22,463.37	\$22,463.37
Overload Benefits	OVL/Overload	\$3,184.10	\$3,184.10

Supplies	LOT/Lottery	\$1,445.12	\$1,445.12
Benefits	BUS	\$24,520.47	\$24,520.47
	NDL/Needles	\$316.68	\$316.68
Copying/Printing	LOT/Lottery	\$86.86	\$86.86
Salaries	BUS	\$76,712.25	\$76,712.25
	NDL/Needles	\$3,356.93	\$3,356.93
ECO		\$36,643.33	\$36,643.33
Overload Salaries	OVL/Overload	\$4,286.98	\$4,286.98
Overload Benefits	OVL/Overload	\$677.92	\$677.92
Benefits	ECO	\$6,842.75	\$6,842.75
Salaries	ECO	\$24,835.68	\$24,835.68
MAN		\$134,441.61	\$134,441.61
Overload Salaries	OVL/Overload	\$15,247.00	\$15,247.00
Overload Benefits	OVL/Overload	\$1,922.92	\$1,922.92
Benefits	MAN	\$29,697.90	\$29,697.90
	NDL/Needles	\$104.41	\$104.41
Copying/Printing	LOT/Lottery	\$30.34	\$30.34
Salaries	MAN	\$86,603.35	\$86,603.35
	NDL/Needles	\$835.69	\$835.69
2017-2018			
ACC		\$95,418.50	\$129,799.61
Overload Salaries	OVL/Overload	\$0.00	\$12,017.24
Overload Benefits	OVL/Overload	\$0.00	\$2,112.88
Supplies	LOT/Lottery	\$500.00	\$192.07
Benefits	ACC	\$25,917.00	\$22,383.07
Copying/Printing	LOT/Lottery	\$1.50	\$1.50
Salaries	ACC	\$69,000.00	\$93,092.85
BUS		\$49,273.05	\$128,048.83
Overload Salaries	OVL/Overload	\$0.00	\$25,996.50

Overload Benefits	OVL/Overload	\$0.00	\$3,481.21
Supplies	LOT/Lottery	\$5,500.00	\$3,254.59
Benefits	BUS	\$15,371.00	\$19,981.59
	NDL/Needles	\$0.00	\$781.43
Copying/Printing	LOT/Lottery	\$94.05	\$150.25
Salaries	BUS	\$28,308.00	\$66,053.77
	NDL/Needles	\$0.00	\$8,349.49
ECO		\$23,046.00	\$33,756.20
Overload Salaries	OVL/Overload	\$0.00	\$3,384.46
Overload Benefits	OVL/Overload	\$0.00	\$595.30
Benefits	ECO	\$5,906.00	\$7,454.14
Salaries	ECO	\$17,140.00	\$22,322.30
MAN		\$124,298.07	\$162,805.76
Overload Salaries	OVL/Overload	\$0.00	\$16,922.24
Overload Benefits	OVL/Overload	\$0.00	\$2,168.67
Benefits	MAN	\$36,203.00	\$38,573.50
	NDL/Needles	\$0.00	\$297.94
Copying/Printing	LOT/Lottery	\$30.07	\$30.07
Salaries	MAN	\$88,065.00	\$101,629.71
	NDL/Needles	\$0.00	\$3,183.63
2018-2019			
ACC		\$118,056.66	\$130,907.66
Overload Salaries	OVL/Overload	\$0.00	\$10,764.62
Overload Benefits	OVL/Overload	\$0.00	\$2,087.92
Supplies	LOT/Lottery	\$155.83	\$155.83
Benefits	ACC	\$27,350.47	\$27,348.94
Salaries	ACC	\$90,550.36	\$90,550.35
BUS		\$246,526.00	\$357,308.63
Overload Salaries	OVL/Overload	\$0.00	\$7,328.68
Overload Benefits	OVL/Overload	\$0.00	\$625.99

Benefits	BUS	\$64,939.00	\$81,173.49
	NDL/Needles	\$0.00	\$1,279.87
Salaries	BUS	\$181,587.00	\$253,174.01
	NDL/Needles	\$0.00	\$13,726.59
ECO		\$42,215.00	\$56,403.89
Overload Salaries	OVL/Overload	\$0.00	\$7,113.57
Overload Benefits	OVL/Overload	\$0.00	\$1,380.33
Benefits	ECO	\$11,058.00	\$12,455.49
Salaries	ECO	\$31,157.00	\$35,454.50
MAN		\$121,172.00	\$127,423.17
Overload Salaries	OVL/Overload	\$0.00	\$9,657.82
Overload Benefits	OVL/Overload	\$0.00	\$1,035.44
Benefits	MAN	\$32,869.40	\$32,868.40
Salaries	MAN	\$88,302.60	\$83,861.51
2019-2020			
ACC		\$240,403.85	\$240,403.85
Overload Salaries	OVL/Overload	\$8,024.70	\$8,024.70
Overload Benefits	OVL/Overload	\$1,619.22	\$1,619.22
Benefits	ACC	\$33,059.34	\$33,059.34
	MAN	\$21,948.30	\$21,948.30
Salaries	ACC	\$109,930.02	\$109,930.02
	MAN	\$65,822.27	\$65,822.27
BUS		\$352,471.21	\$352,471.21
Overload Salaries	OVL/Overload	\$5,135.80	\$5,135.80
Overload Benefits	OVL/Overload	\$410.64	\$410.64
Benefits	BUS	\$75,413.37	\$75,413.37
	NDL/Needles	\$1,157.04	\$1,157.04
	CHM/Chair/Committee Seat	\$107.98	\$107.98
Salaries	BUS	\$257,252.74	\$257,252.74
	NDL/Needles	\$12,458.66	\$12,458.66
	CHM/Chair/Committee Seat	\$534.98	\$534.98

ECO		\$83,231.69	\$83,231.69
Benefits	ECO	\$21,446.34	\$21,446.34
Salaries	ECO	\$61,785.35	\$61,785.35
MAN		\$91,023.21	\$91,023.21
Overload Salaries	OVL/Overload	\$7,917.72	\$7,917.72
Overload Benefits	OVL/Overload	\$875.18	\$875.18
Benefits	MAN	\$23,202.05	\$23,202.05
	NDL/Needles	\$314.05	\$314.05
Salaries	MAN	\$55,332.87	\$55,332.87
	NDL/Needles	\$3,381.34	\$3,381.34

14. FACILITIES AND EQUIPMENT

a. Are current facilities, such as classrooms, offices, and equipment adequate to support the program? Explain.

Yes, the IT department have either repaired or replaced current technology items in most of the classrooms. Faculty also have access to a new copier machine for all faculty use, and individual faculty who requested a printer in their offices were supplied with one.

b. Describe plans for future changes in facilities or equipment that would better support the program.

As a result, to the pandemic, the department is not seeking for any additional equipment nor advertising assistance.



A.S Associate of Science in Business

Administration for Transfer

Program of Study -Option B

Associate of Arts Degrees General Education CSU-GE BREADTH

The CSU-GE pattern is a set of courses approved to meet lower division general education requirements at the California State University system.

Communications in the English Language & Critical Thinking	9 units
Scientific inquiry & Quantitative B1, B2, & B3 (<i>Lab will be required in B1 or B2</i>)	9 units
Arts, Literature, Philosophy & Foreign Language (<i>C1 & C2 min of 1 course for each area</i>)	9 units
Social, Political & Economic institutions & Behavior Historical Background	9 units
Life Long Understanding & Self Development	3 units

39 units

COURSES	TITLE	UNITS
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
ECO 106	Principles of Microeconomics	3
ECO 105	Principles of Macroeconomics	3
BUS 135	Business Law	3
MAT /106	<i>College Algebra/Intro to Statistics with Lab</i>	4
CIS 101 or BUS 140	Intro to Computers [OR] Computer Information Systems	3
BUS 101	Intro to Business	3

Total units for the Major 27 Units

Students need to satisfy the CSU graduation requirement through course work listed below:

History 130 or History 140	3
Political Science 145	3

This is not an Educational plan, students are encouraged to work with a counselor to customize plan. 60 units is required for the degree.





A.S Associate of Science in Business **Administration for Transfer**

Program of Study -Option C

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

IGETC (usually pronounced “eye-GET-see”) was developed in concert with the UC and CSU systems to create a set of general education courses that would be accepted at both institutions, so that students who have not made a final decision about where to transfer would be able to have one list of courses to follow, instead of two.

English Communication (required 1 course ea. from Group A, B, C)

CSU 3 Courses
required

English Communication (required for group A & B)

UC 2 Courses Required

Mathematical Concepts & Quantitative

1 Course

Arts and Humanities

3 Courses Required

Social and Behavioral Sciences

3 Courses Required

Physical and Biological Sciences (*include a lab*)

2 Courses Required

Language Other than English (*UC only*)

See Program of Study

COURSES	TITLE	UNITS
<i>ACC 101</i>	Principles of Accounting I	4
<i>ACC 102</i>	Principles of Accounting II	4
<i>ECO 106</i>	Principles of Microeconomics	3
<i>ECO 105</i>	Principles of Macroeconomics	3
<i>BUS 135</i>	Business Law	3
<i>MAT /106</i>	<i>College Algebra/Intro to Statistics with Lab</i>	4
<i>CIS 101 or BUS 140</i>	Intro to Computers [OR] Computer Information Systems	3
<i>BUS 101</i>	Intro to Business	3

Total units for the Major 27 Units

Students need to satisfy the CSU graduation requirement through course work listed below:

History 130 or History 140	3
Political Science 145	3

This is not an Educational plan, students are encouraged to work with a counselor to customize plan. 60 units is required for the degree.

