

CTE Full Review

PALO VERDE COLLEGE

AA With Emphasis in Business and Technology

REPORTING FALL 2016 TO SPRING 2020 (12/01/20)

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 AA with emphasis in business and technology is designed for students seeking a broad background in liberal arts and sciences, plus training and education in business and technology, with the goal of transfer to a four-year institution.

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

There have been no significant changes in this program in the past two years.

- c. How does the program support the College Mission?

The AA with emphasis in business and technology provides opportunities consistent with the College’s mission, including but not limited to, personal and professional growth, transfer to a four-year institution for further study in business and the chance for career advancement in various occupations requiring business and technology skills.

2. POPULATION(S) SERVED

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

While most of the students enrolled in courses leading to the AA with emphasis in business and technology are correspondence students with the goal of transfer, the

program does offer a small number of face-to-face course sections each term in order to provide students with further options in learning and course scheduling.

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

Program faculty seek to offer online and face-to-face courses more frequently than is the current practice.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

- a. Describe progress in achieving each goal outlined in the previous CTE Update, providing evidence documenting such achievements.

The following goals are listed in the Business and Technology update report for the period FA 2016-SP 2018. The 2020 Response to each item is so noted:

Goals from the Business and Technology Update FA 2016-SP 2018:

- 1. Resolve CIS course offering issue with CDCR locations and/or update the program to offer an option over the CIS requirement.

Anticipated achievement: Fall 2019

2020 Response: The division faculty developed and implemented BUS 140 as an alternative to CIS 101 in order to accommodate CDCR rules and requirements and thereby enable incarcerated students to complete degree requirements. The goal was achieved.

- 2. Build and maintain textbook libraries at each CDCR facility for the program.

Anticipated achievement:

- (1) Investigation of logistics achieved Spring 2019.
- (2) Fully stocked libraries at each location achieved by Spring 2022.

2020 Response: Item 1, evaluating the accessibility of textbooks for incarcerated students, is an institution-wide concern and is ongoing. Item 2 has not been accomplished and its feasibility needs to be evaluated by division faculty.

- 3. Investigate non-credit track or contract education for New World of Work free curriculum, sponsored by The California Community College Chancellor's Office, for a new customer service program.

Anticipated achievement:

- (1) Training achieved in Spring 2019.
- (2) New program components to Curriculum in Fall 2019

2020 Response: To date, one faculty member attended New World of Work training. New curriculum was developed and reviewed by division faculty; however, no new curriculum in the noncredit or contract education areas has yet been implemented.

4. Research appropriate new courses, including existing courses through the Chancellor's Office, designed especially for online or face to face modality, for gig-economy program. The mission of this program is to provide a program to our local community that is designed to build skills which directly support the establishment and maintenance of healthy, sustainable businesses.

Anticipated achievement:

- (1) Identify new program steward in Spring 2019.
- (2) New courses brought to curriculum in Fall 2019/Spring 2020

2020 Response: Item (1) has not been implemented. As for item (2), the only new course brought to curriculum is BUS 140, an alternative to CIS 101. Some new curricula relative to the specific purposes described in Item 4 above was discussed by the division faculty, but not yet brought to the Curriculum Committee.

Goals Continuing Prior to the Most Recent Update:

1. Enforce No Show and other college processes to
 - a. Reduce the number of course grades of W and Fs
 - b. Increase success rates

2020 Response: Better enforcement of no-show and other policies resulted in improvement in success rates (students passing the course with a grade of C or better), particularly when comparing 2016-17 with subsequent academic years. Continuing monitoring is needed. See detail report of completion rates in Section 12 of this report.

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%

2. Promote program with printed materials. Conduct annually. Success indicated by continuing enrollment growth, evaluated in two years.

MODIFICATION:

- (1) Work with counseling to compose Guided Pathways for the program and make those materials printer friendly.

2020 Response: The division has produced materials promoting its business programs in cooperation with the Guided Pathways program. An example these materials is appended to this program review report. This goal has been achieved.

3. Develop stronger relationships with local employers and include them on the Business Advisory Committee. Conduct annually. Success indicated by attendance at Business Advisory meetings, evaluation by division faculty.

2020 Response: The division maintains cooperative relationships with local employers and includes business representatives on the division's Business Advisory Committee. Business Advisory Committee members are notified of advisory meetings and are kept apprised of current programs.

- b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.

There have been no modifications of these goals to date.

4. DEMAND FOR THE PROGRAM

Is the demand for the program high, adequate, or low? Support your answer with labor market data, advisory input, etc.

The AA with emphasis in business and technology provides students with opportunities for professional preparation for a variety of occupations requiring organizational, technological, financial and planning skills. The following table displays a sampling of occupations students with training in business might pursue in the Riverside-San Bernardino Metropolitan Statistical Area. All areas display project positive growth potential; thus, our conclusion is that demand for persons trained in business is high.

2016-2026 Occupational Employment Projections														
Riverside-San Bernardino-Ontario Metropolitan Statistical Area														
(Riverside and San Bernardino Counties)														
SOC Level ^[1]	SOC Code ^[2]	Occupational Title	Base Year Employment Estimate 2016 ^{[3][4]}	Projected Year Employment Estimate 2026	Numeric Change 2016-2026 ^[5]	Percent age Change 2016-2026 ^[6]	Exits ^[6]	Transfers ^[7]	Total Job Openings ^[8]	Median Hourly Wages ^[9]	Median Annual Wages ^[9]	Entry Level Education ^{[10][11]}	Work Experience ^{[10][11]}	On-the-Job Training ^{[10][11]}
1	00-0000	Total, All Occupations	1,504,600	1,747,400	242,800	16.1%	803,690	1,046,650	2,093,140	\$17.44	\$36,277	N/A	N/A	N/A
2	11-0000	Management Occupations	73,520	84,630	11,110	15.1%	21,780	40,050	72,940	\$48.12	\$100,102	N/A	N/A	N/A
3	11-1000	Top Executives	22,150	25,330	3,180	14.4%	5,150	13,630	21,960	\$0.00	\$0	N/A	N/A	N/A
4	11-1011	Chief Executives	2,560	2,580	20	0.8%	740	1,050	1,810	\$95.77	\$199,223	Bachelor's degree	≥5 years	None
4	11-1021	General and Operations Managers	19,290	22,430	3,140	16.3%	4,320	12,440	19,900	\$48.41	\$100,693	Bachelor's degree	≥5 years	None
3	11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	6,750	7,630	880	13.0%	1,640	4,380	6,900	\$0.00	\$0	N/A	N/A	N/A
4	11-2011	Advertising and Promotions Managers	200	240	40	20.0%	60	170	270	\$45.43	\$94,498	Bachelor's degree	<5 years	None
4	11-2021	Marketing Managers	1,010	1,170	160	15.8%	250	660	1,070	\$54.75	\$113,870	Bachelor's degree	≥5 years	None
4	11-2022	Sales Managers	5,270	5,920	650	12.3%	1,270	3,400	5,320	\$42.82	\$89,079	Bachelor's degree	<5 years	None
4	11-2031	Public Relations and Fundraising Managers	270	310	40	14.8%	60	160	260	\$56.14	\$116,778	Bachelor's degree	≥5 years	None
3	11-3000	Operations Specialties Managers	12,700	15,190	2,490	19.6%	3,400	7,020	12,910	\$0.00	\$0	N/A	N/A	N/A
4	11-3031	Financial Managers	3,110	3,850	740	23.8%	800	1,720	3,260	\$53.32	\$110,900	Bachelor's degree	≥5 years	None
4	11-3051	Industrial Production Managers	1,360	1,450	90	6.6%	330	640	1,060	\$48.03	\$99,887	Bachelor's degree	≥5 years	None
4	11-3061	Purchasing Managers	410	460	50	12.2%	130	210	390	\$47.85	\$99,520	Bachelor's degree	≥5 years	None
4	11-3071	Transportation, Storage, and Distribution Managers	2,130	2,840	710	33.3%	570	1,290	2,570	\$41.60	\$86,527	High school diploma or equivalent	≥5 years	None
4	11-3121	Human Resources Managers	860	1,030	170	19.8%	230	510	910	\$56.11	\$116,727	Bachelor's degree	≥5 years	None
4	11-3131	Training and Development Managers	110	130	20	18.2%	30	70	120	\$55.76	\$115,972	Bachelor's degree	≥5 years	None
3	11-9000	Other Management Occupations	31,930	36,480	4,550	14.2%	11,590	15,020	31,160	\$0.00	\$0	N/A	N/A	N/A

5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

- a. Cite relevant legislation, Chancellor's Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

The external forces that contribute to career ladders comes from the CCCC, the system office is the driving force and provider to community colleges in California. The Chancellor's office provides the mechanism to deliver the necessary resources to access career technical education, workforce training, and preparing individual's for skilled jobs in an ever changing labor market.

The Strong Workforce Economic Development plan that's designed for Palo Verde College is focused on preparing our students and individuals with skills for 21st century jobs and careers, as well as an entrepreneurial mindset to be successful an employee or entrepreneur, and for the future of work.

- b. List and comment on the major strengths of the program.

1. Provides solid preparation in business, management, and technology, enabling students to transfer to four-year institution and to pursue the many occupations requiring business and technology skills.
 2. Apart from the AA with emphasis in business and technology, the business program offers two other associate degrees and five certificates, offering students a broad array of choices and alternatives in pursuing business-related careers.
- c. List and comment on the major weaknesses of the program.
- The business program relies heavily on incarcerated students for the majority of its enrollments, necessitating the delivery of most courses via correspondence education, and significantly few courses via face-to-face or online.**

6. 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.

All courses in the program have been offered at least once—most have been offered multiple times—during the preceding eight semesters.

BusTech: Successful 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	X	X
BUS-101	X	X	X	X	X	X	X	X
BUS-103	X		X		X		X	
BUS-105	X	X	X	X	X	X	X	X
BUS-115		X		X				X
BUS-135	X	X	X	X	X	X	X	X
BUS-201	X	X	X	X	X	X	X	X
BUS-202	X	X	X	X	X	X	X	X
BUS-206	X	X	X	X	X	X	X	X

BUS-210	X		X		X		X	X
BUS-221		X						
CIS-101	X	X	X	X	X		X	X
CIS-102	X	X	X	X	X			X
CIS-123			X		X	X	X	
CIS-124			X			X		X
CIS-130	X				X	X	X	
CIS-131	X				X	X	X	
CIS-132		X				X		X
CIS-133		X				X		X
CIS-248	X	X	X	X	X			X
CIS-260				X		X		X
CIS-265				X	X	X	X	
ECO-105		X		X		X		X
ECO-106	X		X		X		X	
MAN-105	X	X	X	X	X	X	X	X
MAN-106	X	X	X	X	X	X	X	X
MAN-107	X	X	X	X		X	X	X
MAN-145	X	X	X	X	X	X	X	X
MAN-205		X		X		X		
MAT-106	X	X	X	X	X	X	X	X
MAT-108							X	X
MAT-110	X	X	X	X	X	X	X	X
MAT-210	X		X		X		X	
MAT-220		X		X		X		X

- 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.

All courses in the program were offered successfully during the period of this review.

7. COURSE SCHEDULING AND AVAILABILITY

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

Most of the program courses are offered via correspondence to accommodate the needs of a majority of students enrolled in the program, namely, incarcerated students as well as community students who prefer correspondence learning. Moreover, a small number of face-to-face courses are offered each semester to accommodate community students whose preferences lean toward face-to-face learning.

8. 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 AA with Emphasis in Business and Technology				
Acquired 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, Options B and C	% Successful Students 2016-2017	% Successful Students 2017-2018	% Successful Students 2018-2019	% Successful Students 2019-2020
ADS 101			88.5	
ADS 102		76.5		90.0
ANT 101		93.0		77.4
AST 101		87.0		
AST 105				81.9
BIO 100		72.9	41.0	
BIO 101			70.3	
BIO 110				87.3
BIO 111			85.3	
BIO 210				90.3
BIO 211			100.0	
CHD 101				74.6
CHD 102				75.0
CHE 101				77.9
CRJ 103				100.0
ECO 105				84.3
ENG 101			57.7	
ENG 103				
GEL 105				76.5
GEO 101		82.0		
GES 115		94.7		
HIS 110		78.6		82.3
HIS 115			74.3	
HIS 120		92.7		73.6
HIS 125			80.3	80.0
HIS 130		88.6		96.7
HIS 140		92.5		
MAT 106		83.0		
MAT 110	83.6			
MAT 210		67.0		66.7
MAT 220				100.0
NSC 128				67.5
PHI 100				54.2
PHY 101			90.5	
POS 145			91.5	
PSY 101		92.5		
PSY 110				75.0
PSY 145		96.0		
PSY 150		100.0		73.0
PSY 155				83.7
PSY 201		100.0	93.5	92.5

PSY 205		94.0		
SOC 101		93.1		62.3
SPA 101				93.5
SPA 102				94.0
SPE 101				47.0
SPE 105				80.9
Average % of Successful Students by Year	83.6	88.0	79.4	79.9

Average Percentage Program Learning Outcome #2 For AA with Emphasis in Business and Technology				
Acquired fundamental knowledge of the operations and technical support requirements of a business organization.				
Course IDs within the Program that map to PLO#2	% Successful Students 2016-2017	% Successful Students 2017-2018	% Successful Students 2018-2019	% Successful Students 2019-2020
ACC 100		82.7		
ACC 101		90.7		
ACC 102				
BUS 101		80.7		
BUS 103		90.7		
BUS 105			75.3	
BUS 115				
BUS 135				
BUS 201				
BUS 202				80.0
BUS 206	41.0			70.3
BUS 221				
CIS 101				
CIS 102				
CIS 123				96.3
CIS 124				
CIS 130				
CIS 132				75.0
CIS 133				78.0
CIS 150				
CIS 248		94.6		
ECO 105				84.3
ECO 106				
MAN 105				74.9
MAN 106				73.7
MAN 107	59.0			
MAN 145	65.3			
MAN 205				

Average % of Successful Students by Year	55.1	87.9	75.3	79.1
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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 AA with Emphasis in Business and Technology				
PROGRAM LEARNING OUTCOME	% Successful Students 2016-2017	% Successful Students 2017-2018	% Successful Students 2018-2019	% Successful Students 2019-2020
PLO #1	83.6	88.0	79.4	79.9
PLO #2	55.1	87.9	75.3	79.1
Average % of Successful Students by Year	69.4	88.0	77.4	79.5

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.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
AA with Emphasis in Bus and Tech	2	BUS 105	Need to enhance computational skills	Additional study guides targeting needs	Instructor	Results pending next assessment	FA 2019
AA with Emphasis in Bus and Tech	2	BUS 206	Need to enhance writing skills		Instructor	Results pending next assessment	
AA with Emphasis in Bus and Tech	2	ACC 100	Need for better performance on exams and assignments	Provide students with lecture notes and extra assignments targeting needs	Instructor	Results pending next assessment	FA 2019

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

The following are the courses not assessed this period. Division faculty will ascertain why the courses were not assessed:

ACC 102

BUS 115

BUS 135

BUS 201

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.

No CLOs or PLOs have been revised 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.

- 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.

9. 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	Curr. Comm-Date	BOT-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.

The course outline of record for BUS 101 Introduction to Business is due for update this academic year. Division faculty will complete the update by SP 2021.

10. 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.

The program is adequately served with the current instructor and delivery mode coverage; however, it will be beneficial to community students to offer more online and face-to-face sections.

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

Division faculty have volunteered to participate in the @ONE training program qualifying them to teach online course sections. There are currently no plans to offer face-to-face sections at this time, principally due to the current pandemic.

11. 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 Thieboux, Instructor in Business, Management and English

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.

Peter Martinez, Instructor in Accounting, Business and Management

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 banks internal audits and approve or deny outcomes based 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.

Sarah Frid, Instructor in Business and Management

Sarah has grown as a professional over the years. She has been a department chair, and currently 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. The following is a list of her professional development accomplishments:

- 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**

Dr. Michael Gaubeca, Instructor in Accounting, Economics, Business and Management

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.

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

There are no unmet professional development needs at this time.

12. 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

As discussed in Section 3 earlier in this report, completion rates for ACC, BUS, ECO and MAN courses—that is, courses taught by division faculty—showed improvement since 2016-17. Within the four-year period of this study, FA 2019 and SP 2020 fell a bit short of attaining the institutional-set standard of 73.5%. More careful monitoring of no-show policies helped in this respect, but more needs to be done to sustain the institution-set standard.

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%

BTECH	2016
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Completion		
	2016FA	2017SP
ACC-100	58%	75%
ACC-101	41%	63%
ACC-102	-	80%
BUS-101	54%	72%
BUS-103	38%	-

BTECH	2016
-------	------

Completion			
	Corr.	F2F	Online
ACC-100	66%	57%	-
ACC-101	55%	43%	-
ACC-102	80%	-	-
BUS-101	62%	17%	-
BUS-103	38%	-	-

BUS-105	58%	70%
BUS-115	-	77%
BUS-135	56%	49%
BUS-201	77%	83%
BUS-202	53%	80%
BUS-206	79%	86%
BUS-210	78%	-
BUS-221	-	76%
CIS-101	48%	84%
CIS-102	62%	56%
CIS-123	-	-
CIS-124	-	-
CIS-130	90%	-
CIS-131	95%	-
CIS-132	-	93%
CIS-133	-	94%
CIS-248	59%	65%
CIS-260	-	-
CIS-265	-	-
ECO-105	-	71%
ECO-106	68%	-
MAN-105	73%	63%
MAN-106	59%	77%
MAN-107	50%	77%
MAN-145	83%	70%
MAN-205	-	66%
MAT-106	58%	100%
MAT-108	-	-
MAT-110	58%	65%
MAT-210	50%	-
MAT-220	-	-

BUS-105	66%	36%	-
BUS-115	77%	-	-
BUS-135	53%	-	-
BUS-201	79%	-	-
BUS-202	69%	-	-
BUS-206	82%	-	-
BUS-210	78%	-	-
BUS-221	76%	-	-
CIS-101	65%	-	80%
CIS-102	56%	-	68%
CIS-123	-	-	-
CIS-124	-	-	-
CIS-130	-	90%	-
CIS-131	-	95%	-
CIS-132	-	93%	-
CIS-133	-	94%	-
CIS-248	61%	-	63%
CIS-260	-	-	-
CIS-265	-	-	-
ECO-105	71%	-	-
ECO-106	68%	-	-
MAN-105	67%	-	-
MAN-106	68%	-	-
MAN-107	64%	-	-
MAN-145	74%	-	-
MAN-205	66%	-	-
MAT-106	58%	###	-
MAT-108	-	-	-
MAT-110	69%	48%	-
MAT-210	50%	-	-
MAT-220	-	-	-

BTECH	2017
-------	------

Completion		
	2017FA	2018SP
ACC-100	75%	78%
ACC-101	59%	94%
ACC-102	-	67%
BUS-101	77%	79%
BUS-103	86%	-
BUS-105	82%	87%
BUS-115	-	87%
BUS-135	65%	86%
BUS-201	82%	80%
BUS-202	79%	67%
BUS-206	82%	89%

BTECH	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-103	86%	-	-
BUS-105	85%	-	-
BUS-115	87%	-	-
BUS-135	72%	83%	-
BUS-201	81%	-	-
BUS-202	79%	-	-
BUS-206	84%	-	-

BUS-210	80%	-
BUS-221	-	-
CIS-101	73%	76%
CIS-102	57%	56%
CIS-123	61%	-
CIS-124	67%	-
CIS-130	-	-
CIS-131	-	-
CIS-132	-	-
CIS-133	-	-
CIS-248	73%	89%
CIS-260	-	80%
CIS-265	-	81%
ECO-105	-	83%
ECO-106	87%	-
MAN-105	85%	83%
MAN-106	78%	83%
MAN-107	77%	72%
MAN-145	55%	67%
MAN-205	-	80%
MAT-106	59%	83%
MAT-108	-	-
MAT-110	71%	78%
MAT-210	40%	-
MAT-220	-	43%

BUS-210	80%	-	-
BUS-221	-	-	-
CIS-101	75%	-	-
CIS-102	49%	-	68%
CIS-123	-	61%	-
CIS-124	-	67%	-
CIS-130	-	-	-
CIS-131	-	-	-
CIS-132	-	-	-
CIS-133	-	-	-
CIS-248	83%	-	64%
CIS-260	-	80%	-
CIS-265	-	81%	-
ECO-105	83%	82%	-
ECO-106	87%	-	-
MAN-105	84%	-	-
MAN-106	80%	-	-
MAN-107	75%	-	-
MAN-145	56%	86%	-
MAN-205	80%	-	-
MAT-106	59%	83%	-
MAT-108	-	-	-
MAT-110	84%	48%	-
MAT-210	40%	-	-
MAT-220	43%	-	-

BTECH	2018
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Completion		
	2018FA	2019SP
ACC-100	55%	65%
ACC-101	77%	93%
ACC-102	-	83%
BUS-101	75%	67%
BUS-103	83%	-
BUS-105	80%	81%
BUS-115	-	-
BUS-135	32%	54%
BUS-201	92%	89%
BUS-202	75%	81%
BUS-206	74%	88%
BUS-210	71%	-
BUS-221	-	-
CIS-101	55%	-
CIS-102	60%	-
CIS-123	80%	-

BTECH	2018
-------	------

Completion			
	Corr.	F2F	Online
ACC-100	63%	40%	-
ACC-101	83%	-	-
ACC-102	83%	-	-
BUS-101	69%	84%	-
BUS-103	83%	-	-
BUS-105	81%	-	-
BUS-115	-	-	-
BUS-135	47%	-	-
BUS-201	90%	-	-
BUS-202	79%	-	-
BUS-206	79%	-	-
BUS-210	71%	-	-
BUS-221	-	-	-
CIS-101	55%	-	-
CIS-102	-	-	60%
CIS-123	-	80%	-

CIS-124	-	83%
CIS-130	79%	-
CIS-131	85%	-
CIS-132	-	60%
CIS-133	-	79%
CIS-248	-	-
CIS-260	-	60%
CIS-265	56%	-
ECO-105	-	83%
ECO-106	90%	-
MAN-105	89%	83%
MAN-106	79%	87%
MAN-107	-	73%
MAN-145	78%	71%
MAN-205	-	85%
MAT-106	67%	88%
MAT-108	-	-
MAT-110	50%	47%
MAT-210	63%	-
MAT-220	-	67%

CIS-124	-	83%	-
CIS-130	-	79%	-
CIS-131	-	85%	-
CIS-132	-	60%	-
CIS-133	-	79%	-
CIS-248	-	-	-
CIS-260	-	60%	-
CIS-265	-	56%	-
ECO-105	87%	33%	-
ECO-106	96%	77%	-
MAN-105	86%	-	-
MAN-106	83%	-	-
MAN-107	73%	-	-
MAN-145	75%	-	-
MAN-205	85%	-	-
MAT-106	67%	88%	-
MAT-108	-	-	-
MAT-110	54%	28%	-
MAT-210	63%	-	-
MAT-220	67%	-	-

BTECH	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-103	62%	-
BUS-105	71%	82%
BUS-115	-	81%
BUS-135	68%	67%
BUS-201	62%	76%
BUS-202	77%	75%
BUS-206	76%	67%
BUS-210	50%	52%
BUS-221	-	-
CIS-101	64%	40%
CIS-102	-	100%
CIS-123	56%	-
CIS-124	-	90%
CIS-130	69%	-
CIS-131	75%	-
CIS-132	-	88%
CIS-133	-	100%
CIS-248	-	100%

BTECH	2019
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Completion			
	Corr.	F2F	Online
ACC-100	68%	53%	-
ACC-101	67%	60%	60%
ACC-102	18%	###	-
BUS-101	66%	65%	-
BUS-103	62%	-	-
BUS-105	75%	-	-
BUS-115	81%	-	-
BUS-135	68%	-	-
BUS-201	69%	-	-
BUS-202	76%	-	-
BUS-206	74%	-	-
BUS-210	51%	-	-
BUS-221	-	-	-
CIS-101	56%	-	-
CIS-102	-	###	-
CIS-123	-	56%	-
CIS-124	-	90%	-
CIS-130	-	69%	-
CIS-131	-	75%	-
CIS-132	-	88%	-
CIS-133	-	###	-
CIS-248	-	###	-

CIS-260	-	89%
CIS-265	54%	-
ECO-105	-	86%
ECO-106	84%	-
MAN-105	62%	55%
MAN-106	89%	76%
MAN-107	75%	84%
MAN-145	81%	75%
MAN-205	-	-
MAT-106	34%	36%
MAT-108	28%	88%
MAT-110	41%	43%
MAT-210	67%	-
MAT-220	-	67%

CIS-260	-	89%	-
CIS-265	-	54%	-
ECO-105	86%	-	-
ECO-106	84%	-	-
MAN-105	58%	-	-
MAN-106	82%	-	-
MAN-107	79%	-	-
MAN-145	78%	-	-
MAN-205	-	-	-
MAT-106	29%	37%	-
MAT-108	-	46%	-
MAT-110	42%	44%	-
MAT-210	67%	-	-
MAT-220	67%	-	-

BTECH	2016
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Retention		
	2016FA	2017SP
ACC-100	79%	86%
ACC-101	64%	93%
ACC-102	-	100%
BUS-101	86%	84%
BUS-103	58%	-
BUS-105	93%	92%
BUS-115	-	90%
BUS-135	82%	84%
BUS-201	86%	92%
BUS-202	93%	95%
BUS-206	88%	91%
BUS-210	87%	-
BUS-221	-	94%
CIS-101	81%	90%
CIS-102	84%	76%
CIS-123	-	-
CIS-124	-	-
CIS-130	95%	-
CIS-131	95%	-
CIS-132	-	100%
CIS-133	-	100%
CIS-248	80%	77%
CIS-260	-	-
CIS-265	-	-
ECO-105	-	84%

BTECH	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-103	58%	-	-
BUS-105	93%	91%	-
BUS-115	90%	-	-
BUS-135	83%	-	-
BUS-201	88%	-	-
BUS-202	94%	-	-
BUS-206	89%	-	-
BUS-210	87%	-	-
BUS-221	94%	-	-
CIS-101	86%	-	88%
CIS-102	79%	-	87%
CIS-123	-	-	-
CIS-124	-	-	-
CIS-130	-	95%	-
CIS-131	-	95%	-
CIS-132	-	100%	-
CIS-133	-	100%	-
CIS-248	77%	-	83%
CIS-260	-	-	-
CIS-265	-	-	-
ECO-105	84%	-	-

ECO-106	88%	-
MAN-105	91%	74%
MAN-106	90%	89%
MAN-107	80%	86%
MAN-145	100%	95%
MAN-205	-	85%
MAT-106	77%	100%
MAT-108	-	-
MAT-110	76%	89%
MAT-210	69%	-
MAT-220	-	-

ECO-106	88%	-	-
MAN-105	82%	-	-
MAN-106	89%	-	-
MAN-107	83%	-	-
MAN-145	97%	-	-
MAN-205	85%	-	-
MAT-106	77%	100%	-
MAT-108	-	-	-
MAT-110	82%	81%	-
MAT-210	69%	-	-
MAT-220	-	-	-

BTECH	2017
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Retention		
	2017FA	2018SP
ACC-100	89%	86%
ACC-101	85%	97%
ACC-102	-	67%
BUS-101	91%	89%
BUS-103	93%	-
BUS-105	91%	91%
BUS-115	-	90%
BUS-135	84%	97%
BUS-201	91%	96%
BUS-202	87%	67%
BUS-206	90%	93%
BUS-210	88%	-
BUS-221	-	-
CIS-101	87%	92%
CIS-102	79%	78%
CIS-123	78%	-
CIS-124	83%	-
CIS-130	-	-
CIS-131	-	-
CIS-132	-	-
CIS-133	-	-
CIS-248	85%	96%
CIS-260	-	100%
CIS-265	-	94%
ECO-105	-	88%
ECO-106	87%	-
MAN-105	92%	88%
MAN-106	91%	91%
MAN-107	92%	96%
MAN-145	95%	83%

BTECH	2017
-------	------

Retention			
	Corr.	F2F	Online
ACC-100	87%	93%	-
ACC-101	91%	100%	-
ACC-102	-	-	67%
BUS-101	90%	90%	-
BUS-103	93%	-	-
BUS-105	91%	-	-
BUS-115	90%	-	-
BUS-135	89%	92%	-
BUS-201	94%	-	-
BUS-202	86%	-	-
BUS-206	91%	-	-
BUS-210	88%	-	-
BUS-221	-	-	-
CIS-101	90%	-	-
CIS-102	79%	-	78%
CIS-123	-	78%	-
CIS-124	-	83%	-
CIS-130	-	-	-
CIS-131	-	-	-
CIS-132	-	-	-
CIS-133	-	-	-
CIS-248	93%	-	71%
CIS-260	-	100%	-
CIS-265	-	94%	-
ECO-105	87%	91%	-
ECO-106	87%	-	-
MAN-105	90%	-	-
MAN-106	91%	-	-
MAN-107	94%	-	-
MAN-145	91%	86%	-

MAN-205	-	96%
MAT-106	79%	100%
MAT-108	-	-
MAT-110	84%	92%
MAT-210	60%	-
MAT-220	-	57%

MAN-205	96%	-	-
MAT-106	79%	100%	-
MAT-108	-	-	-
MAT-110	92%	74%	-
MAT-210	60%	-	-
MAT-220	57%	-	-

BTECH	2018
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Retention		
	2018FA	2019SP
ACC-100	88%	87%
ACC-101	81%	93%
ACC-102	-	86%
BUS-101	89%	91%
BUS-103	91%	-
BUS-105	97%	94%
BUS-115	-	-
BUS-135	86%	70%
BUS-201	92%	100%
BUS-202	85%	93%
BUS-206	91%	92%
BUS-210	96%	-
BUS-221	-	-
CIS-101	90%	-
CIS-102	100%	-
CIS-123	100%	-
CIS-124	-	100%
CIS-130	100%	-
CIS-131	100%	-
CIS-132	-	100%
CIS-133	-	100%
CIS-248	-	-
CIS-260	-	90%
CIS-265	89%	-
ECO-105	-	92%
ECO-106	95%	-
MAN-105	92%	94%
MAN-106	91%	87%
MAN-107	-	88%
MAN-145	89%	90%
MAN-205	-	93%
MAT-106	74%	91%
MAT-108	-	-
MAT-110	82%	66%

BTECH	2018
-------	------

Retention			
	Corr.	F2F	Online
ACC-100	88%	80%	-
ACC-101	85%	-	-
ACC-102	86%	-	-
BUS-101	90%	92%	-
BUS-103	91%	-	-
BUS-105	96%	-	-
BUS-115	-	-	-
BUS-135	75%	-	-
BUS-201	96%	-	-
BUS-202	89%	-	-
BUS-206	92%	-	-
BUS-210	96%	-	-
BUS-221	-	-	-
CIS-101	90%	-	-
CIS-102	-	-	100%
CIS-123	-	100%	-
CIS-124	-	100%	-
CIS-130	-	100%	-
CIS-131	-	100%	-
CIS-132	-	100%	-
CIS-133	-	100%	-
CIS-248	-	-	-
CIS-260	-	90%	-
CIS-265	-	89%	-
ECO-105	93%	83%	-
ECO-106	96%	92%	-
MAN-105	93%	-	-
MAN-106	89%	-	-
MAN-107	88%	-	-
MAN-145	89%	-	-
MAN-205	93%	-	-
MAT-106	74%	91%	-
MAT-108	-	-	-
MAT-110	74%	69%	-

MAT-210	81%	-
MAT-220	-	83%

MAT-210	81%	-	-
MAT-220	83%	-	-

BTECH	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-103	79%	-
BUS-105	89%	97%
BUS-115	-	94%
BUS-135	90%	94%
BUS-201	81%	97%
BUS-202	77%	100%
BUS-206	87%	75%
BUS-210	73%	96%
BUS-221	-	-
CIS-101	91%	90%
CIS-102	-	100%
CIS-123	83%	-
CIS-124	-	100%
CIS-130	69%	-
CIS-131	75%	-
CIS-132	-	100%
CIS-133	-	100%
CIS-248	-	100%
CIS-260	-	100%
CIS-265	77%	-
ECO-105	-	92%
ECO-106	92%	-
MAN-105	82%	88%
MAN-106	92%	100%
MAN-107	87%	100%
MAN-145	88%	95%
MAN-205	-	-
MAT-106	78%	76%
MAT-108	67%	88%
MAT-110	62%	82%
MAT-210	83%	-
MAT-220	-	67%

BTECH	2019
-------	------

Retention			
	Corr.	F2F	Online
ACC-100	89%	79%	-
ACC-101	86%	80%	80%
ACC-102	91%	100%	-
BUS-101	84%	77%	-
BUS-103	79%	-	-
BUS-105	92%	-	-
BUS-115	94%	-	-
BUS-135	92%	-	-
BUS-201	89%	-	-
BUS-202	85%	-	-
BUS-206	84%	-	-
BUS-210	84%	-	-
BUS-221	-	-	-
CIS-101	91%	-	-
CIS-102	-	100%	-
CIS-123	-	83%	-
CIS-124	-	100%	-
CIS-130	-	69%	-
CIS-131	-	75%	-
CIS-132	-	100%	-
CIS-133	-	100%	-
CIS-248	-	100%	-
CIS-260	-	100%	-
CIS-265	-	77%	-
ECO-105	92%	-	-
ECO-106	92%	-	-
MAN-105	85%	-	-
MAN-106	96%	-	-
MAN-107	92%	-	-
MAN-145	92%	-	-
MAN-205	-	-	-
MAT-106	82%	74%	-
MAT-108	-	73%	-
MAT-110	70%	88%	-
MAT-210	83%	-	-
MAT-220	67%	-	-

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

Retention rates show stability over the preceding eight semesters, with a one-time low of 84% FA 2016 and a one-time high of 93% in SP 2020. Most other scores stayed stable in the high-80%-to-90% range. Note there no institution-set standard for retention.

Average Retention 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
84%	89%	90%	88%	90%	90%	85%	93%

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

Name of Award	2016-17	2017-18	2018-19	2019-20
AA, Emphasis Business & Technology	27	38	28	36

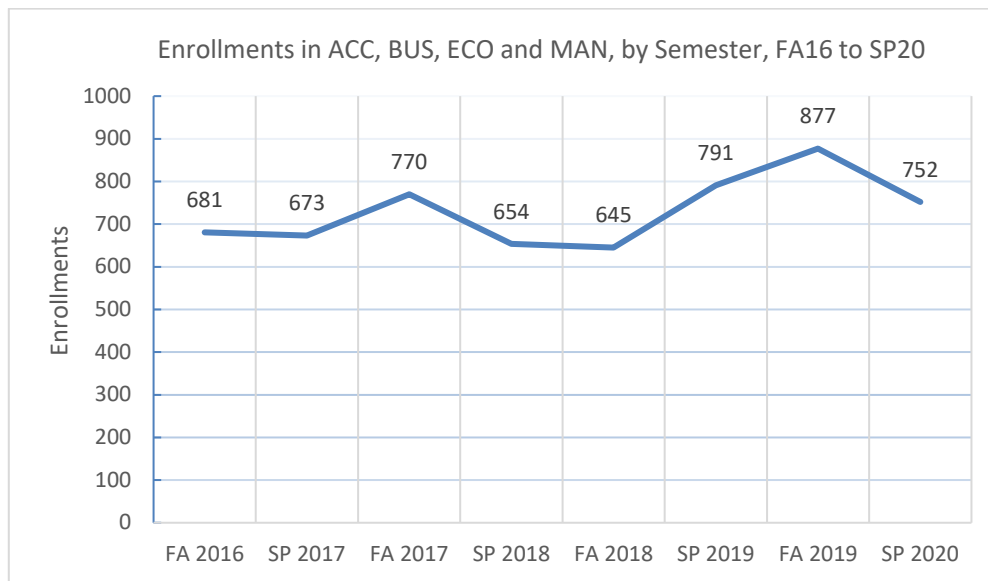
Division faculty are satisfied with the progress in the number of degree awards in this program over the past four years.

13. ENROLLMENT TRENDS

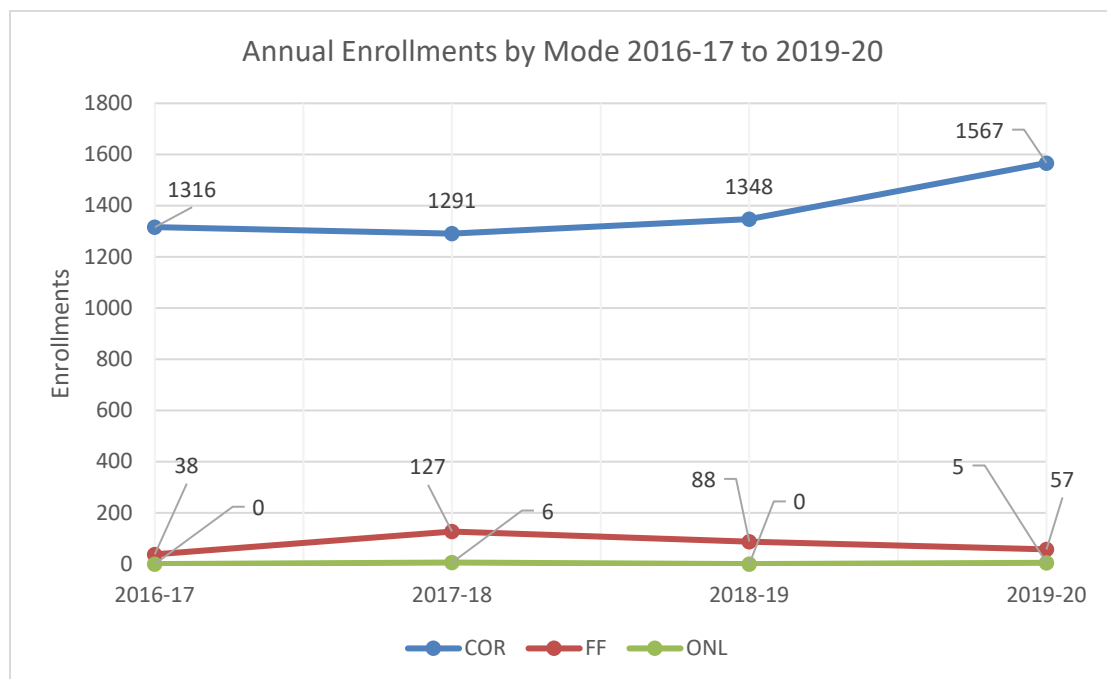
Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.

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.

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.



Annual Enrollments by Mode: Correspondence delivery is clearly the dominant mode for the business program, this owing to the fact that the great majority of enrollments in the program are incarcerated students.



BTECH	2016
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Enrollment		
	2016FA	2017SP
ACC-100	121	97
ACC-101	22	27
ACC-102	-	5
BUS-101	140	85
BUS-103	26	-
BUS-105	88	100
BUS-115	-	30
BUS-135	39	37
BUS-201	22	12
BUS-202	15	20
BUS-206	43	22
BUS-210	23	-
BUS-221	-	17
CIS-101	128	142
CIS-102	74	34
CIS-123	-	-
CIS-124	-	-
CIS-130	20	-
CIS-131	19	-
CIS-132	-	15
CIS-133	-	17
CIS-248	69	57
CIS-260	-	-
CIS-265	-	-
ECO-105	-	38
ECO-106	41	-
MAN-105	22	27
MAN-106	41	44
MAN-107	20	22
MAN-145	18	43
MAN-205	-	47
MAT-106	26	21
MAT-108	-	-
MAT-110	45	37
MAT-210	16	-
MAT-220	-	-

BTECH	2016
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Enrollment			
	Corr.	F2F	Online
ACC-100	204	14	-
ACC-101	42	7	-
ACC-102	5	-	-
BUS-101	219	6	-
BUS-103	26	-	-
BUS-105	177	11	-
BUS-115	30	-	-
BUS-135	76	-	-
BUS-201	34	-	-
BUS-202	35	-	-
BUS-206	65	-	-
BUS-210	23	-	-
BUS-221	17	-	-
CIS-101	245	-	25
CIS-102	70	-	38
CIS-123	-	-	-
CIS-124	-	-	-
CIS-130	-	20	-
CIS-131	-	19	-
CIS-132	-	15	-
CIS-133	-	17	-
CIS-248	96	-	30
CIS-260	-	-	-
CIS-265	-	-	-
ECO-105	38	-	-
ECO-106	41	-	-
MAN-105	49	-	-
MAN-106	85	-	-
MAN-107	42	-	-
MAN-145	61	-	-
MAN-205	47	-	-
MAT-106	26	21	-
MAT-108	-	-	-
MAT-110	51	31	-
MAT-210	16	-	-
MAT-220	-	-	-

BTECH	2017
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Enrollment		
	2017FA	2018SP

BTECH	2017
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Enrollment			
	Corr.	F2F	Online

ACC-100	99	90
ACC-101	27	35
ACC-102	-	6
BUS-101	161	125
BUS-103	28	-
BUS-105	74	92
BUS-115	-	30
BUS-135	49	35
BUS-201	22	25
BUS-202	39	3
BUS-206	49	27
BUS-210	25	-
BUS-221	-	-
CIS-101	155	152
CIS-102	63	41
CIS-123	18	-
CIS-124	18	-
CIS-130	-	-
CIS-131	-	-
CIS-132	-	-
CIS-133	-	-
CIS-248	67	57
CIS-260	-	15
CIS-265	-	16
ECO-105	-	41
ECO-106	31	-
MAN-105	39	42
MAN-106	46	23
MAN-107	26	25
MAN-145	55	30
MAN-205	-	25
MAT-106	29	24
MAT-108	-	-
MAT-110	49	37
MAT-210	15	-
MAT-220	-	7

ACC-100	174	15	-
ACC-101	53	9	-
ACC-102	-	-	6
BUS-101	213	73	-
BUS-103	28	-	-
BUS-105	166	-	-
BUS-115	30	-	-
BUS-135	72	12	-
BUS-201	47	-	-
BUS-202	42	-	-
BUS-206	76	-	-
BUS-210	25	-	-
BUS-221	-	-	-
CIS-101	307	-	-
CIS-102	63	-	41
CIS-123	-	18	-
CIS-124	-	18	-
CIS-130	-	-	-
CIS-131	-	-	-
CIS-132	-	-	-
CIS-133	-	-	-
CIS-248	110	-	14
CIS-260	-	15	-
CIS-265	-	16	-
ECO-105	30	11	-
ECO-106	31	-	-
MAN-105	81	-	-
MAN-106	69	-	-
MAN-107	51	-	-
MAN-145	78	7	-
MAN-205	25	-	-
MAT-106	29	24	-
MAT-108	-	-	-
MAT-110	63	23	-
MAT-210	15	-	-
MAT-220	7	-	-

BTECH	2018
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Enrollment		
	2018FA	2019SP
ACC-100	73	83
ACC-101	26	14
ACC-102	-	29
BUS-101	159	163
BUS-103	23	-

BTECH	2018
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Enrollment			
	Corr.	F2F	Online
ACC-100	136	20	-
ACC-101	40	-	-
ACC-102	29	-	-
BUS-101	273	49	-
BUS-103	23	-	-

BUS-105	75	126
BUS-115	-	-
BUS-135	22	46
BUS-201	24	27
BUS-202	20	27
BUS-206	47	26
BUS-210	28	-
BUS-221	-	-
CIS-101	20	-
CIS-102	10	-
CIS-123	10	-
CIS-124	-	12
CIS-130	14	-
CIS-131	13	-
CIS-132	-	15
CIS-133	-	14
CIS-248	-	-
CIS-260	-	10
CIS-265	9	-
ECO-105	-	75
ECO-106	41	-
MAN-105	38	36
MAN-106	33	39
MAN-107	-	52
MAN-145	36	21
MAN-205	-	27
MAT-106	27	33
MAT-108	-	-
MAT-110	66	87
MAT-210	16	-
MAT-220	-	6

BUS-105	201	-	-
BUS-115	-	-	-
BUS-135	68	-	-
BUS-201	51	-	-
BUS-202	47	-	-
BUS-206	73	-	-
BUS-210	28	-	-
BUS-221	-	-	-
CIS-101	20	-	-
CIS-102	-	-	10
CIS-123	-	10	-
CIS-124	-	12	-
CIS-130	-	14	-
CIS-131	-	13	-
CIS-132	-	15	-
CIS-133	-	14	-
CIS-248	-	-	-
CIS-260	-	10	-
CIS-265	-	9	-
ECO-105	69	6	-
ECO-106	28	13	-
MAN-105	74	-	-
MAN-106	72	-	-
MAN-107	52	-	-
MAN-145	57	-	-
MAN-205	27	-	-
MAT-106	27	33	-
MAT-108	-	-	-
MAT-110	121	32	-
MAT-210	16	-	-
MAT-220	6	-	-

BTECH	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-103	29	-
BUS-105	101	66
BUS-115	-	52
BUS-135	41	49

BTECH	2019
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Enrollment			
	Corr.	F2F	Online
ACC-100	122	19	-
ACC-101	43	5	5
ACC-102	11	2	-
BUS-101	285	31	-
BUS-103	29	-	-
BUS-105	167	-	-
BUS-115	52	-	-
BUS-135	90	-	-

BUS-201	42	38
BUS-202	22	12
BUS-206	38	12
BUS-210	22	23
BUS-221	-	-
CIS-101	22	10
CIS-102	-	1
CIS-123	18	-
CIS-124	-	10
CIS-130	16	-
CIS-131	12	-
CIS-132	-	8
CIS-133	-	9
CIS-248	-	1
CIS-260	-	9
CIS-265	13	-
ECO-105	-	49
ECO-106	74	-
MAN-105	93	121
MAN-106	37	46
MAN-107	60	43
MAN-145	16	20
MAN-205	-	-
MAT-106	59	45
MAT-108	18	8
MAT-110	138	131
MAT-210	6	-
MAT-220	-	3

BUS-201	80	-	-
BUS-202	34	-	-
BUS-206	50	-	-
BUS-210	45	-	-
BUS-221	-	-	-
CIS-101	32	-	-
CIS-102	-	1	-
CIS-123	-	18	-
CIS-124	-	10	-
CIS-130	-	16	-
CIS-131	-	12	-
CIS-132	-	8	-
CIS-133	-	9	-
CIS-248	-	1	-
CIS-260	-	9	-
CIS-265	-	13	-
ECO-105	49	-	-
ECO-106	74	-	-
MAN-105	214	-	-
MAN-106	83	-	-
MAN-107	103	-	-
MAN-145	36	-	-
MAN-205	-	-	-
MAT-106	34	70	-
MAT-108	-	26	-
MAT-110	244	25	-
MAT-210	6	-	-
MAT-220	3	-	-

14. QUALITY OF THIS PROGRAM

List core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, and refer back your responses in sections 5 – 13 to give a complete analysis of the quality of this program.

Program faculty judge the quality of the AA with Emphasis in Business and Technology to rate a grade of B+. The program serves an important need in providing students a business and technology background to be successful in careers requiring skills in business and technology. It is a popular degree showing stability in conferrals during the period of this review, as noted in Section 12.c above. The program has also demonstrated improvement in meeting, and in many cases, exceeding institution-set standards for course completion. Faculty stay current with trends in business and technology, and this is reflected in their curriculum and teaching.

However, more work needs to be done in the area of SLO assessments: several courses have not been assessed in this period, and the courses that were assessed produced less than desired results in student learning. Not surprisingly, the goal of making improvements in SLO assessments has found its way among the new goals faculty have set for themselves.

15. 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.

For the most part, program expenditures match budgeted amounts. The exceptions are that for the last three years covered in this report, there were expenditures in overload salaries, but no amounts budgeted. The division faculty are not clear why this occurred, and, in fact, it may be a customary practice not to budget for overload. The matter deserves some follow-up.

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

16. REVENUE AND EXPENSES

- State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

Sub	Term	FTES
ACC	2016FA	18.80
ACC	2017SP	16.67
ACC	2017FA	16.67
ACC	2018SP	17.20
ACC	2018FA	15.47
ACC	2019SP	16.40
ACC	2019FA	12.27
ACC	2020SP	14.53
BUS	2016FA	39.20
BUS	2017SP	32.77
BUS	2017SU	18.80
BUS	2017FA	43.60
BUS	2018SP	33.10
BUS	2018SU	17.50

BUS	2018FA	39.30
BUS	2019SP	40.70
BUS	2019SU	21.30
BUS	2019FA	49.40
BUS	2020SP	35.40
ECO	2016FA	4.10
ECO	2017SP	3.80
ECO	2017FA	3.10
ECO	2018SP	3.90
ECO	2018FA	3.90
ECO	2019SP	7.50
ECO	2019FA	7.20
ECO	2020SP	4.70
MAN	2016FA	10.00
MAN	2017SP	18.30
MAN	2017SU	4.50
MAN	2017FA	16.40
MAN	2018SP	14.50
MAN	2018SU	5.20
MAN	2018FA	10.70
MAN	2019SP	17.30
MAN	2019SU	7.00
MAN	2019FA	19.90
MAN	2020SP	22.70

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

See expenses for the program for the preceding two years--2018-19 and 2019-20--in the response to Section 15 Financial Trends, above.

- c. State the dollar value of in-kind contributions of time and/or resources during the preceding two academic years.

There have been no in-kind contributions to this program.

17. FACILITIES AND EQUIPMENT

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

The current facilities are adequate for this program.

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

No changes are being considered at this time.

18. TWO YEAR PLAN

- a. List recommendations, project future trends, personnel and equipment need, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

Goal	How to Achieve It	Timeline	Success Measure
<u>1.CONTINUING:</u> Build and maintain textbook libraries at each CDCR facility for the program.	Consider modifying goal to: work with College in 2-year course and textbook projections.	2-5 years	Timely access to texts among incarcerated students.
<u>2.CONTINUING:</u> Investigate non-credit track or contract education for New World of Work free curriculum... for a new customer service program.	Evaluate the feasibility of a customer service program and complete the curriculum as needed.	2-5 years	Program will be in place.
<u>3.CONTINUING:</u> Research appropriate new courses, including existing courses through the Chancellor's Office, designed especially for online or face to face modality, for gig-economy program.	Evaluate the need for this program and complete the curriculum as needed.	2-5 years	Program will be in place.
<u>4.CONTINUING:</u> Enforce No Show and other college processes.	Continue efforts begun to date and evaluate results in completion rates.	2-5 years	Marked improvement in course completion rates, meeting or exceeding institution-set standard.
<u>5.CONTINUING:</u> Develop stronger relationships with local employers and include them on the Business Advisory Committee.	Continue efforts in maintaining strong relationships with local employers.	Ongoing	Frequency of advisory meetings and attendance.
<u>6.NEW:</u> Expand online and face-to-face course offerings.	Participate in @ONE training, begin offering online and face-to-face sections.	2-3 years	Marked increase in successful online and face-to-face course sections.
<u>7. NEW:</u> Perform SLO assessments for all program courses regularly.	Require faculty to complete timely SLO assessments	1-3 years	Marked increase in SLO assessments.

- b. 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 following table shows how the program goals are aligned with the current strategic plan, which is called Vision 2020. Vision 2020 expires this academic year and will be superseded next year by Horizon 2023 once it is approved by the Board of Trustees. For the purpose of the current program review report, report preparers believe the current strategic plan elements from Vision 2020 are the ones to use in aligning program goals with the institution's strategic planning.

Goal	Aligned with Strategic Plan Vision 2020 Element
<u>1.CONTINUING:</u> Build and maintain textbook libraries at each CDCR facility for the program.	Objective 4.2.2 Regularly evaluate the quality of student support services and demonstrate that these services support student learning and enhance accomplishment of the mission of the institution.
<u>2.CONTINUING:</u> Investigate non-credit track or contract education for New World of Work free curriculum... for a new customer service program.	GOAL 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer
<u>3.CONTINUING:</u> Research appropriate new courses, including existing courses through the Chancellor's Office, designed especially for online or face to face modality, for gig-economy program.	GOAL 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer
<u>4.CONTINUING:</u> Enforce No Show and other college processes.	Task 4.1.1.2 Determine appropriate institution-set standards for student achievement, including course completion, program completion, job placement rates, and licensure examination
<u>5.CONTINUING:</u> Develop stronger relationships with local employers and include them on the Business Advisory Committee.	Task 1.1.1.1 Set up rosters, calendars, and agendas of advisory group meetings for all applicable programs and post to college website by the fourth week of the academic year.
<u>6.NEW:</u> Expand online and face-to-face course offerings.	GOAL 2: Implement strategies to increase access and success for underrepresented and disproportionately impacted students and to advance diversity and equity across the district.
<u>7. NEW:</u> Perform SLO assessments for all program courses regularly.	Task 4.1.1.1 Define and assess student learning outcomes for all instructional programs and student and learning support services in accordance with the four-year program review cycle.

UC Transfer
System

Associate of Arts, Liberal Studies with an emphasis in IGETC 39 units- Option C

English Communication	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 lab)	2 Courses Required
Language Other than English (UC only)	See Program of Study

Business & Technology Emphasis (18 Units)

Electives may be necessary to total 60 overall units required for the Associate Degree. Students are encouraged to see a counselor for the development of an educational plan.

Course	Title	Units	Course	Title	Units
ACC 100	Basic Accounting	4	CIS 131	Animation Principles and Production I	3
ACC 101	Principles of Accounting I	4	CIS 132	Animation Principles and Production II	3
ACC 102	Principles of Accounting II	4	CIS 133	Advanced 3D Computer Animation	3
BUS 101	Intro to Business	3	CIS 248	Systems Analysis and Design	3
BUS 103	Personal Finance	3	CIS 260	Desktop Publishing	3
BUS 105	Business Mathematics	4	CIS 265	Computer Maintenance	3
BUS 115	Small Business Finance	3	ECO 105	Principles of Macroeconomics	3
BUS 135	Business Law	3	ECO 106	Principles of Microeconomics	3
BUS 201	Principles of Organizational Leadership	3	MAN 105	Principles of Management & Organizations	3
BUS 202	Business Communication	3	MAN 106	Personnel Management	3
BUS 206	Marketing	3	MAN 107	Small Business Management	3
BUS 210	Business Ethics	3	MAN 145	Organizational Behavior	3
BUS 221	Income Tax Procedures	4	MAN 205	Investments	3
CIS 101	Intro to Computers & Information Systems	3	MAT 106	Intro to Statistics w Lab	4
CIS 102	Personal Computer Applications	3	MAT 108	Liberal Arts Mathematics	3
CIS 123	Web Page Design Using HTML	3	MAT 110	College Algebra	4
CIS 124	Web Page Design Tools	3	MAT 210	Pre-calculus	5
CIS 130	Introduction to 3D Computer Animation	4	MAT 220	Calculus I	5



**CSU Transfer
System**

Associate of Arts Degrees General Education

CSU-GE BREADTH- Option B

Communications in the English Language & Critical Thinking	9 units
Scientific inquiry & Quantitative (include lab) 1 class in B1, B2, and B4(Math 106/110/210/220/or PSY 155)	9 units
Arts, Literature, Philosophy & Foreign Language 1 course at least in C1 and C2	9 units
Social, Political & Economic institutions & Behavior Historical Background	9 units
Life Long Understanding & Self Development	3 units
<u>CSU Grad Requirements:</u> Coursework requirements in three areas: US History, Constitution, and American Ideals Courses (US1, US2 US3)	

Business & Technology Emphasis (18 Units)

Course	Title	Units	Course	Title	Units
ACC 100	Basic Accounting	4	CIS 131	Animation Principles and Production I	3
ACC 101	Principles of Accounting I	4	CIS 132	Animation Principles and Production II	3
ACC 102	Principles of Accounting II	4	CIS 133	Advanced 3D Computer Animation	3
BUS 101	Intro to Business	3	CIS 248	Systems Analysis and Design	3
BUS 103	Personal Finance	3	CIS 260	Desktop Publishing	3
BUS 105	Business Mathematics	4	CIS 265	Computer Maintenance	3
BUS 115	Small Business Finance	3	ECO 105	Principles of Macroeconomics	3
BUS 135	Business Law	3	ECO 106	Principles of Microeconomics	3
BUS 201	Principles of Organizational Leadership	3	MAN 105	Principles of Management & Organizations	3
BUS 202	Business Communication	3	MAN 106	Personnel Management	3
BUS 206	Marketing	3	MAN 107	Small Business Management	3
BUS 210	Business Ethics	3	MAN 145	Organizational Behavior	3
BUS 221	Income Tax Procedures	4	MAN 205	Investments	3
CIS 101	Intro to Computers & Information Systems	3	MAT 106	Intro to Statistics w Lab	4
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CIS 124	Web Page Design Tools	3	MAT 210	Pre-calculus	5
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Electives may be necessary to total 60 overall units required for the Associate Degree.

Students are encouraged to see a counselor for the development of an educational plan.

