Full Review

Associate Degree for Transfer (ADT) in Business Administration

PALO VERDE COLLEGE

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

Full Review

ADT BUSINESS ADMINISTRATION FOR TRANSFER
PALO VERDE COLLEGE

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 12/2019

a. Describe the purpose of the program and its mission.

The division is passionately dedicated to empowering the Palo Verde Valley and Needles communities by offering accessible higher education opportunities. Our mission centers on meeting the varied needs of our population with high-quality educational experiences. By emphasizing direct access, equity, comprehensive programming, and robust community partnerships, we create a dynamic learning environment for every student at Palo Verde College. We are committed to continually adapting our approach to enhance equity and support for our local community students. Our vision is to develop innovative strategies that expand our programs to cater to the unique needs of non-traditional students and Rising Scholars, ultimately increasing the number of transfers to California State University and University of California programs. Together, we are committed to cultivating the next generation of leaders in business, accounting, economics, and management studies, preparing them for the careers of tomorrow. Preparing our incoming population of students for the workforce by offering entry-level career training programs designed to enhance their skills and improve their prospects. Together, we're building a brighter future for all learners, ready to take on the challenges ahead. https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics

b. How does the program support the College Mission?

The program plays a vital role in advancing the college's mission. Creating dynamic training and professional development activities ensures our faculty stays abreast of relevant job market trends and regional occupational growth. Our focus is on implementing effective teaching practices, leveraging technology, and engaging teaching materials, all aimed at enhancing instructional styles and maximizing student engagement to drive academic success through diversity, equity, and inclusion at the forefront. The division's mission is aligned with the college's mission statement.

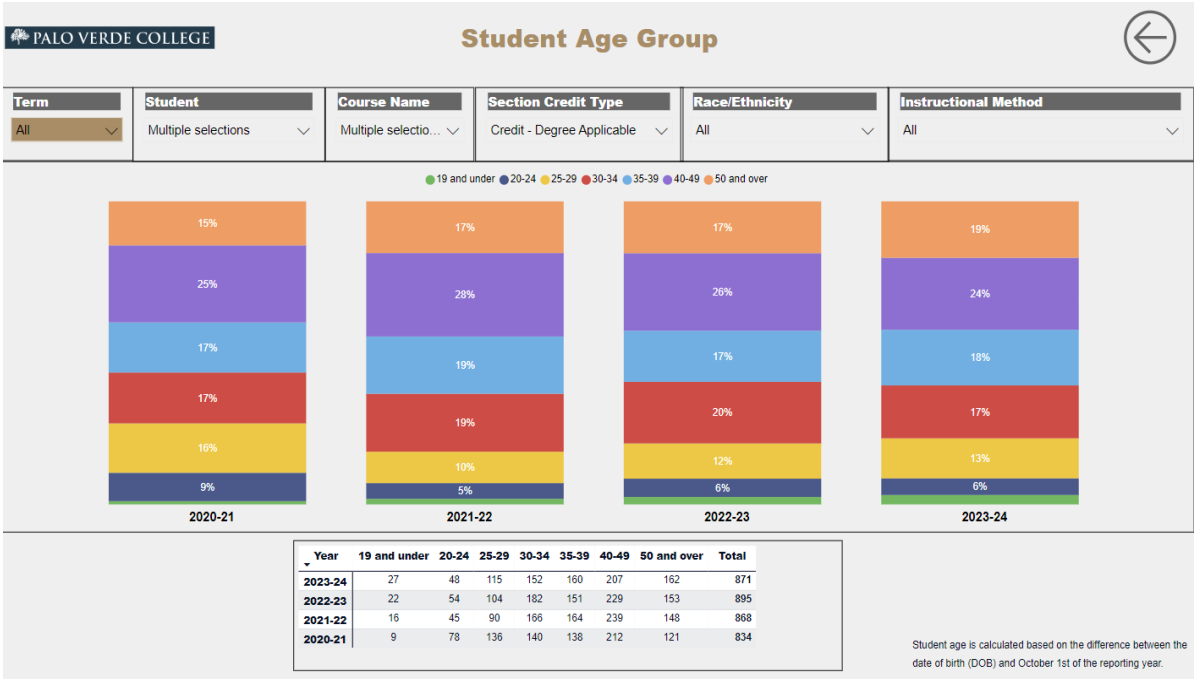
We empower a diverse community of learners by offering valuable personal and professional growth opportunities. Our commitment to student achievement ensures that more individuals earn their degrees and certificates, paving the way for their success. https://www.paloverde.edu/about-us/mission.aspx [***Board approved November 9, 2021***]

2. POPULATION(S) SERVED

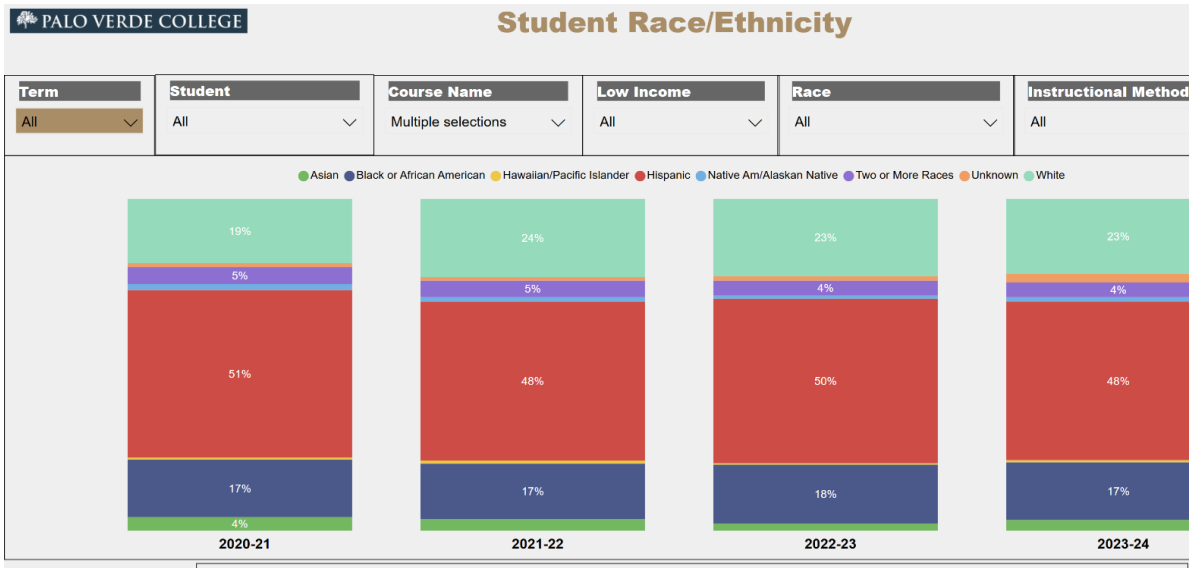
a. Describe the populations served by the program, identifying special populations, if any.

The insightful graph below provides a detailed breakdown of students enrolling in business studies

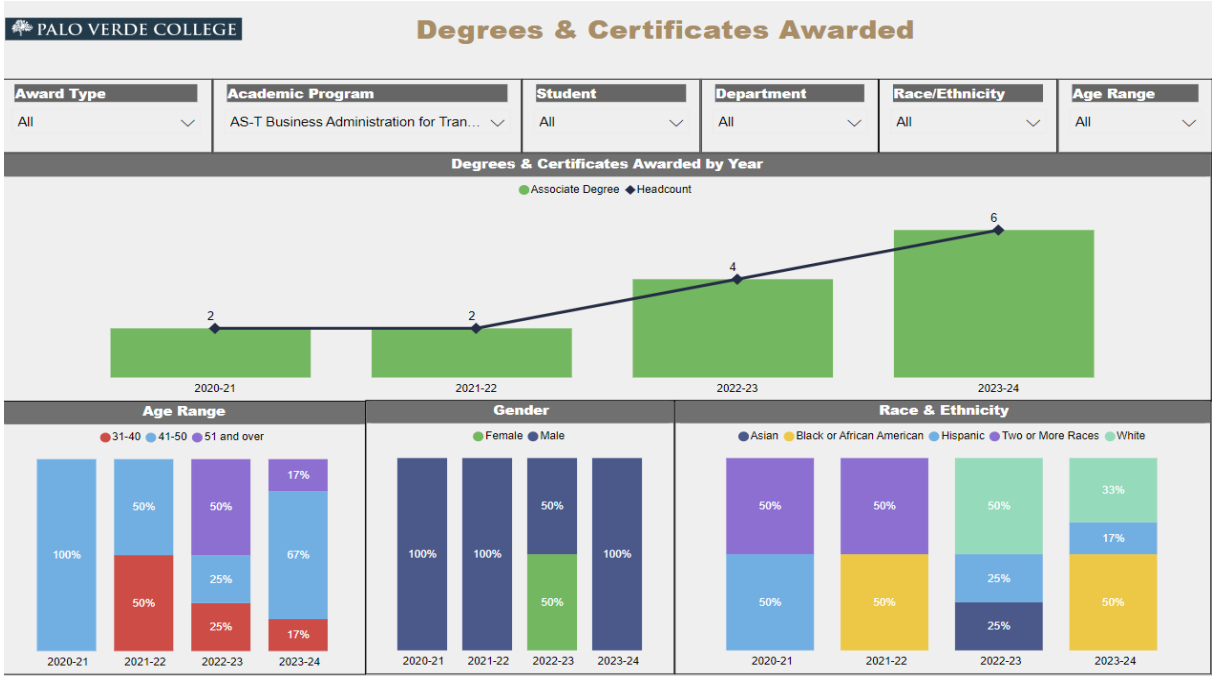
programs. The Hispanic population comprises most of our enrollments for degrees and certificates in the business discipline, closely followed by White and Black students. It is crucial to recognize that many students will pursue transfer and vocational degrees regardless of the specific figures and proportions. This vital information should drive our strategies to actively engage all of our students on and off campus.



Year	19 and under	20-24	25-29	30-34	35-39	40-49	50 and over	Total
2023-24	27	48	115	152	160	207	162	871
2022-23	22	54	104	182	151	229	153	895
2021-22	16	45	90	166	164	239	148	868
2020-21	9	78	136	140	138	212	121	834



Year	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	Native Am/Alaskan Native	Two or More Races	Unknown	White	Total
2023-24	28	151	6	416	12	39	22	197	871
2022-23	19	159	4	445	9	40	12	209	897
2021-22	30	145	8	417	12	43	9	205	869
2020-21	34	145	5	423	15	43	10	162	837



It's important to note that the degrees and certificates offered in the business division remain a popular choice for students. These programs are available to the Rising Scholars and community students, catering to both traditional students and community learners. Although we acknowledge that the number of graduates in the AST-Business Administration for Transfer program is not as high as we would like, we are committed to improving our growth trends in the next cycle. To achieve this, we are implementing various teaching modalities to attract more learners to the discipline. With the promising job market, we are in a strong position to strengthen completion rates by the next cycle.

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

Despite the persistent racial disparities in American education, addressing this issue remains a top priority for our institution. We provide sustainable financial support and resources to help students transition smoothly into college programs regardless of race, age, ethnicity, and educational desires. While we have made significant strides in enrolling Black students at Palo Verde College, it's imperative to acknowledge that their graduation rates still lag compared to our peer institutions. The fundamental mission is to see more Black students completing degrees and certificates. Our college offers affordable education for low-income students, many of whom hail from underprivileged neighborhoods and have lower graduation rates from high schools that may not sufficiently prepare them for college. The plan is to reach out to Black students of all ages for career opportunities that are looming in the future.

The demographics outlined below provide information about the age groups of students in the Business discipline. Our primary age bracket is 40-49 years, closely followed by the 30-39 age group. It is important to note that this data is primarily sourced from the Rising Scholars program.

The division is committed to actively reaching and engaging diverse demographic populations, extending to feeder schools and younger individuals. Given the identified age demographics, the business discipline must prioritize Black students and those aged groups 35 to 50 and beyond. Palo Verde College is seeing many students returning for retraining, professional development, and to enhance their employability and academic skills. We are witnessing a significant demand for vocational training, workforce preparation, and basic skills among these students. With many enrolling in English as a Second Language (ESL)

programs, the division is poised to provide an essential alternative for our community. We firmly assert that non-credit courses will be pivotal in motivating our ESL students to pursue growth opportunities beyond traditional pre-collegiate pathways.

ACCOMPLISHMENTS IN ACHIEVING GOALS

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

2024-2028 Goals	Action Plan	Time-Line	Measure *for* success status
Redesign Guided Pathway	The department is committed to creating a streamlined pathway for our students' college journey. By offering structured choices, clear learning outcomes, and dedicated support, we can aim to empower more students to achieve their college completion goals.	Spring 2025-Fall 2025	**Annual graduation completion rates**
Strong Workforce Regional Consortium	With the support of Region IX, we can offer supportive resources and opportunities to acquire a greater chance of gaining the skill sets to find employment. With unwavering support from the PVC leadership, we are dedicated to forging strong links between the classroom and the community. Our pivotal role at PVC involves working with the regional consortium, local employers, high schools, and occupational centers to craft a curriculum that seamlessly aligns with the pressing business needs of our dynamic community.	Spring 2025 - through-Spring 2028	**Annual graduation completion rates**
Continue to build a working relationship with the Business Advisory Committee to serve the needs of the community	The department's mission is to meet with its community constituency advisory members to coordinate and identify gaps in existing educational standards. The department convenes meetings, workshops, and 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 more significant 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 of applying course design, developing modules, setting up course templates, and engaging learners with innovative experiences. The division will be exposed to new methods and multiple effective platforms for advancing learning. Due to the post-COVID pandemic, training and the need to certify these skill sets will enable more significant and long-term benefits to an educational system's learning necessities. The goal is to stimulate dialogue between instructors and students.	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 reinstates department meetings and agendas. We need to set regular meetings and send out invitations to all faculty members, including all adjunct faculty members. This format helps keep 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 before any assignments are provided.	Monthly-through-Spring 2025	Development of Agendas and minutes
Develop a uniform 2- year cycle.	The department is fully committed to devising a comprehensive two-year plan. A cycle of courses will be planned only to avoid the error of not scheduling a subject area within the discipline.	January 2025-2028	Review yearly

The division's accomplishments since the last full program review is best described through the following measures listed below:

- ✓ We have established a regular cycle of evaluations for CTE programs every two years and full reviews every four years. It is crucial for the faculty assigned to the business division to assess their subject areas using the current matrix. This process ensures that our programs maintain high standards of quality and effectiveness.

- ✓ We are excited that the department has significantly shifted, moving most of our subject area courses to open educational resources (OERs). This change allows us to provide students with up-to-date and easily accessible learning materials. As we update our resources, we are committed to aligning our Student Learning Outcomes (SLOs) with the latest and most relevant textbooks for each subject area. This ensures our students receive the highest quality education that prepares them for success.

- ✓ The division regularly contacts all faculty who have an SLO due for assessment to ensure they complete the expectations set by the college.

- ✓ Recently, the division has modified the ADT Bus for transfer by adding a math course (finite) to reflect a state-wide mandate. The degree will be updated on the 2025-2026 schedule.

Business Administration	AST, Business Administration	Non-CTE	Full Review 2013/14 - 2015/16				Full Review 2016/17 - 2019/20				Full Review 2020/21 - 2023/24	
Business Management	AS, Business Management Cert-A, Business Management Cert-CP, Business Literacy Cert-CP, Small Business Management Cert-CP, Personal Finance	CTE	CTE Full Review 2013/14-2015/16		CTE Update 2016/17-2017/18		CTE Full Review 2016/17 - 2019/20		CTE Update 2020/21-2021/22		CTE Full Review 2020/21 - 2023/24	
Business & Technology	AA, Liberal Arts, emphasis Business & Tech	CTE	CTE Full Review 2013/14-2015/16		CTE Update 2016/17-2017/18		CTE Full Review 2016/17 - 2019/20		CTE Update 2020/21-2021/22		CTE Full Review 2020/21 - 2023/24	

Program Review by 4 year cycle [PR-Matrix-2016-2026-3.pdf (paloverde.edu)]

DIV / DIR	COURSE	COURSE TITLE	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26	FA26	SP27
BUS	ACC-100	BASIC ACCOUNTING	X/O											
BUS	ACC-101	PRINCIPLES OF ACCOUNTING I								X				
BUS	ACC-102	PRINCIPLES OF ACCOUNTING II								X				
BUS	**BUS**	**BUSINESS**												
BUS	BUS-101	INTRODUCTION TO BUSINESS							X					
BUS	BUS-103	PERSONAL FINANCE	X/*	*	*	*			X	X				
BUS	BUS-104	SMALL BUSINESS AND ENTERPRENEURSHIP				X/O								X
BUS	BUS-105	BUSINESS MATHEMATICS							X					
BUS	BUS-115	SMALL BUSINESS FINANCE	X/*	*	*	X/O			X					
BUS	BUS-135	BUSINESS LAW	X/O				X				X			
BUS	BUS-140	COMPUTER INFORMATION SYSTEMS								X				
BUS	BUS-201	PRINCIPLES OF ORGANIZATIONAL LEADERSHIP		X/*	X/O							X		
BUS	BUS-202	BUSINESS COMMUNICATION				X/O								X
BUS	BUS-206	MARKETING					X						X	
BUS	BUS-210	BUSINESS ETHICS	X/O				X				X			
BUS	BUS-221	INCOME TAX PROCEDURES								X				
BUS	**ECO**	**ECONOMICS**												
BUS	ECO-105	PRINCIPLES OF MACROECONOMICS					X							
BUS	ECO-106	PRINCIPLES OF MICROECONOMICS						X						
BUS	**MAN**	**MANAGEMENT**												
BUS	MAN-105	PRINCIPLES OF MANAGEMENT AND ORGANIZATIONS						X						
BUS	MAN-106	PERSONNEL MANAGEMENT						X						
BUS	MAN-107	SMALL BUSINESS MANAGEMENT	X/O			X/O								
BUS	MAN-145	ORGANIZATIONAL BEHAVIOR						X						
BUS	MAN-205	INVESTMENTS						X						

SLO update cycle of assessment [SLO-Schedule-10.2.23.xlsx (live.com)]

Goal 1: Create, provide, and implement exemplary student services and instructional programs that serve the needs of our diverse and unique student population and community while increasing growth and student achievement.

1. **What our department has achieved**

a. We offer students 42.8% Open Education Resources (OER) textbooks.
b. We are offering a math component (finite Math) requirement to meet the state mandate to complete the AST for a transfer degree.
c. c. The college was awarded a Rising Scholars Network grant to support disciplines by following a statewide mission and aligning with a vision for success.
d. We are leveraging classroom technology to connect with and enhance the learning experience for a diverse population, improving learning accessibility for the people we serve.

2. What our department has yet to achieve

a. Market the program offerings and provide a better understanding of the resources we have available to students.
b. Participate in community and/or campus job fairs, transfer day, and community events to grow the program.
c. Create and update guided pathways, clarifying the path for our instructional programs.

3. How to plan to achieve these additional goals

a. The division is committed to participating in our instructional platforms and working with student services, Blythe Chamber, and economic partners to develop working relationships.
b. Participate in orientation activities alongside counseling and student services.
c. Make high school presentations during the academic year to help advance knowledge of the program and degrees offered at the college.
d. Map out a two-year plan that is easily accessible and understandable to our student population.
e. The division is seeking leadership support to increase additional funding for professional growth to support employee growth, allowing them access to conferences, career coaching, and resources to support the infrastructure in the private and public sector.

Goal 2: Implement strategies to increase access and student success by 1-5% per year with an equity-minded focus on underrepresented and disproportionately impacted students.

1. What our department has achieved

a. The division was awarded the I3 grant to create growth opportunities, empower learners, boost enrollments for people of color, foster innovative thinking, and support entrepreneurial ventures.
b. The division has also participated in various professional development opportunities to enhance and strengthen student equity and diverse needs.

2. What our department has yet to achieve

a. The division has yet to collect data to see the outcomes of our student success and enrollments in the division.

3. How do you plan to achieve these additional goals

a. The division must develop and implement additional measures to effectively reach a diverse population of individuals eager to take on leadership roles in business for the first time.
   i. The division is committed to reaching on an annual basis to increase the base of the program.
   ii. The division is committed to participating in house community events such as transfer day, career day, job fair, and making high school classroom lecture presentations.

3. 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 Business Administration for Transfer program is designed to empower learners with the knowledge and skills to conduct in-depth quantitative research and leverage this information to drive innovative problem-solving strategies. Students will gain a profound understanding of business operations while honing essential customer relations, marketing, finance, operations, strategy, policy comprehension, and communication skills.

This comprehensive degree program equips students with the critical skills, knowledge, and judgment necessary to excel in various business career opportunities. Employers seek individuals with competence, expertise, and leadership capabilities in today's competitive landscape. Whether in retail, finance, insurance, or government, this program prepares students to stand out with their professional qualifications. To pursue a career in business administration, you'll need at least an associate degree, one of three degrees in the field. The two-year business administration degree will qualify students for entry-level positions such as sales support specialist, human resources assistant, or office manager.

Median Annual Salaries

The U.S. Bureau of Labor Statistics includes more than 30 professions in its salary category for business and financial operations—from buyers and purchasing agents to accountants, market research analysts, and property appraisers and assessors.

Business and Financial Operations Occupations

National data

Median Salary: $79,050

Projected job growth:6.9%

10th Percentile: $45,480
25th Percentile: $59,590
75th Percentile: $105,360
90th Percentile: $140,490

State data

[How Much Do Business Administrators Earn? (Salary 2024) (allbusinessschools.com)]

Get ready for a surge in job opportunities! Employment in management occupations is set to outpace the average growth for all occupations from 2023 to 2033. With approximately 1.2 million job openings projected each year, these roles offer a dynamic and promising career path.

The median annual wage for this group was $116,880 in May 2023, which was higher than the median annual wage for all occupations of $48,060. [Management Occupations : Occupational Outlook Handbook : : U.S. Bureau of Labor Statistics (bls.gov)]

Summary

Quick Facts: Administrative Services and Facilities Managers	
2023 Median Pay	$104,900 per year $50.44 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2023	397,300
Job Outlook, 2023-33	6% (Faster than average)
Employment Change, 2023-33	23,400

Administrative Services and Facilities Managers : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)

Business and Entrepreneurship

The CCCCO business and entrepreneurship sector aligns with both CDE Business and Finance and Marketing, Sales, and Services sectors. Three colleges in the Inland Empire-Riverside County Metro Subregion currently use fifteen program codes for their business and entrepreneurship programs (Exhibit 31).

Exhibit 31. Programs offered by community colleges in the subregion.

Programs Offered:
0501.00 - Business and Commerce, General
0502.00 - Accounting
0502.10 - Tax Studies
0504.00 - Banking and Finance
0505.00 - Business Administration
0506.00 - Business Management
0506.40 - Small Business and Entrepreneurship
0508.00 - International Business and Trade
0509.00 - Marketing and Distribution
0509.70 - E-Commerce (Business emphasis)
0511.00 - Real Estate
0514.10 - Legal Office Technology
0518.00 - Customer Service
0599.00 - Other Business and Management
3007.00 - Cosmetology and Barbering

Business and entrepreneurship programs in the subregion prepare students for employment in five high-quality high-school-level occupations and 16 high-quality bachelor's degree-level occupations. High-quality occupations have at least 100 annual job openings and offer a median hourly wage of $25.74 at the regional level.

In 2022, there were more than 46,210 high-quality business and entrepreneurship jobs in the subregion related to subregional training programs (Exhibit 32).

By 2027, annual job opening projections:

- There are more than 1,210 high-school-level job openings projected annually for this occupational group in the subregion; over 3,080 job openings are projected annually in the greater region.
- There are no community-college-level job openings projected annually for this occupational group in the region.
- There are more than 3,690 bachelor's degree-level job openings projected annually for this occupational group in the subregion; 9,260 job openings are projected annually in the greater region.

Subregional-Reports-Riverside-May-2024.pdf

Exhibit 32. Education level, projected demand, and earnings for high-quality occupations, 2022 - 2027

Description	Entry level Education	Subregion 2022 Jobs	Subregion 2022 - 2027 Avg. Annual Openings	Regional 2022 - 2027 Avg. Annual Openings	Regional Median Hourly Earnings
First-Line Supervisors of Office and Administrative Support Workers	High School	6,204	708	1,763	$30.34
Payroll and Timekeeping Clerks	High School	935	97	248	$26.95
Property, Real Estate, and Community Association Managers	High School	1,361	136	355	$29.59
Real Estate Brokers	High School	736	77	198	$39.09
Transportation, Storage, and Distribution Managers	High School	1,560	193	522	$39.44
Accountants and Auditors	Bachelor's degree	3,841	382	958	$37.36
Construction Managers	Bachelor's degree	3,249	311	644	$41.10
Cost Estimators	Bachelor's degree	1,783	182	370	$35.61
Financial Managers	Bachelor's degree	2,048	201	507	$63.05
General and Operations Managers	Bachelor's degree	8,900	999	2,550	$48.75
Human Resources Managers	Bachelor's degree	532	53	142	$61.26
Human Resources Specialists	Bachelor's degree	2,516	282	834	$30.82
Industrial Production Managers	Bachelor's degree	743	59	147	$47.04
Loan Officers	Bachelor's degree	897	70	163	$30.08
Logisticians	Bachelor's degree	711	93	266	$34.58
Management Analysts	Bachelor's degree	2,693	280	735	$40.41
Market Research Analysts and Marketing Specialists	Bachelor's degree	2,331	296	728	$29.79
Marketing Managers	Bachelor's degree	807	83	208	$58.58
Personal Financial Advisors	Bachelor's degree	621	51	122	$38.22
Sales Managers	Bachelor's degree	2,873	253	644	$46.18
Social and Community Service Managers	Bachelor's degree	877	103	242	$33.15

Community College Programs Not Offered
In the subregion, seven programs in the business and entrepreneurship sector are currently not offered (Exhibit 33).

Exhibit 33. Programs not offered by community colleges in the subregion.

Programs Not Offered:
0506.30 - Management Development and Supervision
0509.10 - Advertising
0509.20 - Purchasing
0509.40 - Sales and Salesmanship
0511.10 - Escrow
0512.00 - Insurance
1255.00 - Mortuary Science
1262.00 - Massage Therapy

Subregional-Reports-Riverside-May-2024.pdf

4. STRENGTHS, WEAKNESSES & NEW GOALS

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

The department continues to experience high enrollment growth in its business, economics, and management courses. That's a positive strength students from the Rising Scholars program seek. All three-degree programs are equipped to meet the needs of our graduates with valuable skills to compete for competitive occupations. The recent changes with the AST-Business Administration for Transfer are expected to result in higher completion rates than previous reporting periods due to adding a math component required by the state mandate.

In line with labor trends and demands in the region, technological advancements are anticipated to drive rapid employment growth in the professional, business, and scientific services sectors until 2033. This includes computer systems design, related services, and management, scientific and technical consulting services. The Employment Projections for this reporting process indicate that long-term projections aim to capture structural changes in the region and California.

The division adheres to a structured 2-year cycle for courses offered each term. This cycle is meticulously planned to guarantee that every subject within the discipline is scheduled without exception. It is important to note that not all courses are available every term; for example, we have the following courses: MAN 205, Bus 201, ACC 102, Bus 210, and Bus 221.

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

As highlighted in the last program review, the program relies heavily on enrolling "Rising Scholars" students. Attracting more community students will be the division's focus for 2025-2028. The division thoroughly explores all scheduling options to ensure the best possible outcomes. However, certain constraints may slow our progress in achieving our goals. The "Guarantee" initiative is the college's strategy to encourage more community students to enroll in face-to-face and online classes.

The department is decisively expanding its offerings to include face-to-face, online, and hybrid learning modalities for our community students. This strategic initiative is designed to boost enrollment and strengthen our campus community. We acknowledge the highly competitive landscape for attracting students locally, particularly with today's technology enabling access to broader programs and schools. We are committed to standing out and successfully drawing students to our institution. Additionally, we are implementing course blocking and diversifying the availability of various course sections to provide a more comprehensive and engaging learning experience.

As our district (division) grows, it will be essential to consider hiring an additional business faculty member to compensate for Ms. Frid's reassignment. If she returns, the department will still benefit from bringing in one more individual specializing in a combination of all three sectors: management, business, or accounting. This strategy would help reduce the reliance on adjunct faculty, creating a more manageable and effective working group within the department.

Noncredit courses are an essential need that the business division must address in the next year or two. Providing learning opportunities for individuals of all ages to acquire new skills, earn industry certifications, and foster personal growth is critical for the communities we serve. The division must begin offering noncredit coursework to empower students to achieve their personal, academic, and professional goals. Noncredit courses are a powerful means to extend or kickstart a college education, and we cannot afford to overlook this opportunity.

The division has thoroughly analyzed its outcomes in addressing retention and success, particularly over the past two years. We must find effective solutions to the causes behind our success rates falling below the expected 70% threshold. The division has identified the following courses—*Acc 100, Bus 201, Bus 115, Bus 210, and Bus 221*—as not meeting this standard. Furthermore, it is noteworthy that our retention rates are 20-30% higher than our success rates. The consensus among division members is clear: the challenges we face can be attributed to the high volume of "Rising Scholars" students transferring to other institutions across the state and the closure of a local prison in the area. We must address these issues head-on to achieve our goals by review 2028.

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.

- Continuing – Increase enrollment/class offerings in face-to-face and Online Modalities
    a. Activities: Collaborate with feeder schools to increase interest in AST transfer for Business, Business and Technology Liberal Arts degree, Business Management.
    b. Timelines: 1 year/ongoing
    c. Evaluation: Outcome status first year

- *Continuing – Update SLOs, ensuring the outcomes are effective and meaningful*
    a. Activities: Ongoing review of SLOs and update them accordingly
    b. Timelines: Year 1 2025 through Year 2 2026
    c. Evaluation: Review and make changes at the time of the cycle period.

Continuing: Online updates and recertification of faculty in the division, including part-time
a. Activities: Three-year updates are urged to complete 10 hours of training to update their @One
b. Timeline: June 2025.
c. Evaluation: Faculty should provide HR and Admin a copy of the certification

Continuing: SLO assessment requires to be assessed in a 5-year cycle
Timeline: The cycle is performed in a succession of events
Evaluation: The chair ensures faculty are assessing as required

New: Guided Pathways must be completed to ensure students have a path to success
a. Activities: Develop a framework to provide clear and supportive pathways for achieving goals
b. Timeline:1 year; June 2025
c. Evaluation: The division is supportive of streaming a student's journey through college

New: Build a model of guaranteed sections that are available at both campuses through ITV and are part of the Cal-GETC pattern.
a. Activities: Have a consistent spreadsheet of sections across time blocks to allow students to complete degrees.
b. Timeline: 1 year
c. Evaluation: The division will meet with the leadership/Dean to ensure the sequence is ongoing.

New: Noncredit building a model pathway for our learning communities to acquire new skills and/or foster growth.
a. *Activities: Develop a few noncredit certificate programs related to financial literacy, customer service, and financial stock market/investment skillsets.*
b. *Timeline: 2 years*
c. *Evaluation: The division will meet with the leadership/Dean and meet as a division to ensure there is consensus.*

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

The division has a forward-thinking alignment with the institution in the form of creating a collaborative plan that meets the evolving learning needs of the business world and related professions. The business profession has diversified and has become an exciting and rewarding

career path for students. This area embodies the critical thinking and analytical skills necessary to succeed in any specialized field. We have strategically aligned our learning environment with institutional goals and college objectives to effectively serve a diverse population [**Goal 1**].

Exciting changes to our ADT for Business Administration for transfer promise to expedite students' progress towards their goals and offer direct access to transfer to the Cal State system/UC system **[strategy 1.1 -Task 1.1.1**].

In our unwavering pursuit of equity, we are driven to enhance degree completion and facilitate transfers for all student constituencies, with a special focus on rising scholar students. Our esteemed faculty is zealous about collaborating with the College administration to forge pathways for our transfer programs with Rising Scholar students. Furthermore, we are committed to expanding online offerings for our local learners through our community partnerships. Lastly, our division is wholeheartedly dedicated to professional and curriculum development that champions equity and strives to have diversity, equity, and inclusion at the forefront throughout the learning environment **[strategy 1.1 Task 1.1.1.2]**.

The division is actively implementing strategies to boost enrollment and ensure the continued success of underrepresented and disadvantaged students. Our goal for college-bound students is to create engaging workshops (*faculty making feeder school site visits*) to help them plan for successful retention, intervene early to provide personalized support, and offer guidance on managing personal finances. Together, we can make a real difference in the lives of these students as they prepare to enter college **[Goal 2 Strategy 2.1]**.

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.

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.

X= offered

O=not offered

	2020FA	2021SP	2021FA	2022SP	2022FA	2023SP	2023FA	2024SP
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
ACC 103				0	0	0		
BUS-101	X	X	X	X	X	X	X	X
BUS 103	X		X		X		X	
BUS 104	X		X	X	X	X	X	X

BUS 105	X	X	X	X	X	X	X	X
BUS 115		X		X		X		X
BUS-135	X	X	X	X	X	X	X	X
BUS 201	X		X		X		X	
BUS 202			X	X	X	X	X	X
BUS 206	X	X	X	X	X	X	X	X
BUS 210	X		X	X	X	X	X	X
BUS 221	X		X		X		X	
CIS-101	X	X	X	X	X		X	X
ECO-105		X		X		X	X	X
ECO-106	X		X		X	X	X	X
MAT-106	X	X	X	X	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	X
MAN 145	X	X	X	X	X	X	X	X
MAN 205	X		X		X		X	

ACC 103 was inactivated due to low enrollment, leading to its removal from the program.

6. COURSE SCHEDULING & AVAILABILITY

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

Over the last eight years, the department has meticulously crafted a two-year course schedule for the discipline. The department diligently reviews the plan each year to guarantee that all courses are consistently offered and that no classes are inadvertently omitted. The department ensures that every course in the degree plan is available at least once per term and/or every other semester.

7. STUDENT LEARNING OUTCOMES (SLO)

SLOQUANTITATIVEDATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs that 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 Admin for Transfer for Business
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 2020-2021	% Successful Students 2021-2022	% Successful Students 2022-2023	% Successful Students 2023-2024
ACC 101	100%			
ACC 102	88.2%			
BUS 101	88.3%			
BUS 202				
BUS 135		68.4%		**66.7%**
BUS 140	66.7%			
ECO 105				
ECO 106				
MATH 130	n/a	n/a	n/a	**n/a**
Average % of Successful Students by Year	**85.8%**	**68.4%**	**n/a**	**66.7%**

Average Percentage Program Learning Outcome #2 For AST Bus Admin for Transfer ***Demonstrate an 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 2020-2021**	**% Successful Students 2021-2022**	**% Successful Students 2022-2023**	**% Successful Students 2023-2024**
ACC 101	95%			
ACC 102	82.4%			
BUS 101	86%			
BUS 135	68.4%	68.4%		59.3%
BUS 202				
BUS 140	66.7%			
ECO 105				
.ECO 106				
MATH 130	n/a	n/a	n/a	n/a
Average % of Successful Students by Year	**79.7%**	**68.4%**	**n/a**	**59.3%**

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 Bus Administration for Transfer				
PROGRAM LEARNING OUTCOME	*% Successful Students 2020-2021*	*% Successful Students 2021-2022*	*% Successful Students 2022-2023*	*% Successful Students 2023-2024*
PLO 1	76.5%	68.4%	n/a	59.3%
PLO 2	76.5%	68.4%	n/a	59.3%
Average % of Successful Students by Year	76.5%	68.4%	n/a	59.3%

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 in identified in the Program Level CLO Worksheets.

Program Name AST Business Transfer	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	Math 130	New to enhance enrollments	Required for Degree	2 year plan guided pathways	Results pending next assessment	2024-2025
Bus Admin Transfer	1 and 2	Bus 101	OER and Online offerings-enhance Learning/enrollment	Yes	2 year plan guided pathways	Results pending next assessment	2024-2025
Bus Admin Transfer	1 and 2	Bus 135	OER to enhance Learning/enrollment	Yes	2 year plan guided pathways	Results pending next assessment	2024-2025
Bus Admin Transfer	1 and 2	Eco 105	OER to enhance Learning/enrollment	Yes	2 year plan guided pathways	Results pending next assessment	2024-2025
Bus Admin Transfer	1 and 2	Eco 106	OER to enhance Learning/enrollment	Yes	2 year plan guided pathways	Results pending next assessment	2024-2025

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

The courses that require to be assessed are listed below:

1a. BUS 103

1b. BUS 115

These courses were not assessed when they were supposed to have been assessed. Thus, they are scheduled to be evaluated in the Fall of 2024.

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.**

The only course that the department decided to change was ACC 103. Due to the lack of student enrollment, it was in the best interest to remove it from our program. Thus, it was inactivated.

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

Our course improvements have remarkably enhanced our success measures, mainly due to our transition to Open Educational Resources (OERs) such as OpenStax textbooks. These resources are easier to navigate and have garnered strong approval from students, making them an excellent choice for promoting academic achievement.

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

The enhancements in our programs and certificates directly result from the collaboration between adjunct and full-time faculty in evaluating student learning outcomes. This

partnership has provided valuable data, leading to a more insightful understanding of the quality and effectiveness of our course offerings.

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

- ITV- The integration of ITV encountered challenges as students appeared to share less receptive details. The preparation could be better improved due to real-time delays. The visualization material on the screen was blurry on the other end. This diminished format weakened the overall effectiveness of the learning experience.

- Correspondence: The division received overwhelmingly positive feedback by providing materials for students to complete all course material. Students appreciated their instructors' thoroughness and abundant engaging learning activities, making the courses exciting and enjoyable.

- Face-to-Face—Students benefited from enhanced access to information and gained deeper understanding through direct interactions with teachers and peers. The small classroom size was well-received, fostering an environment where personalized attention and support were easily attainable.

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	11/10/2024	**12/09/22**
ACC-101	11/10/2024	**12/09/2022**
ACC-102	11/10/2022	**12/09/2022**
BUS-101	12/20/20	**1/19/2021**
BUS-103	11/09/2023	**12/08/2023**
BUS-105	12/08/2022	**1/17/2023**
BUS-115	11/09/2023	**12/08/2023**
BUS-135	12/08/2022	**1/17/2023**
BUS-140	11/14/2019	**12/13/2019**
BUS-201	11/09/2023	**12/08/2023**
BUS-202	12/12/2019	**01/21/2020**
BUS-206	11/10/22	**12/09/2022**
BUS-210	12/09/2021	**1/18/2022**
BUS-221	11/09/2023	**12/08/2023**
ECO-105	11/09/2023	**12/08/2023**
ECO-106	11/09/2023	**12/08/2023**
MAN-105	11/09/2023	**12/08/2023**
MAN-106	11/10/2022	**12/09/2022**
MAN-107	11/09/2023	**12/08/2023**
MAN-145	11/10/2022	**12/09/2022**
MAN-205	11/09/2023	**12/08/2023**

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.

All of the courses outlined in the COR have been updated to date. No additions or changes are needed.

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.

SUBJECT	FULL-TIME	PART-TIME	FULL/PART-TIME
ACC 100	X		
ACC 101	X	X	X
ACC 102	X		
BUS 101	X	X	X
BUS 103		X	
BUS 104		X	X
BUS105		X	
BUS 115	X	X	X
BUS 135	X		
BUS 201		X	
BUS 202		X	
BUS 206		X	
BUS 210	X		
BUS 221		X	
ECO 105	X	X	X
ECO 106	X	X	X
MAN 105	X	X	X
MAN 106	X	X	X
MAN 107	X	X	X
MAN 145	X	X	X
MAN 205		X	

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

The division has no deficiencies in the course coverage.

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

The division's degree program in the AST Business Administration for Transfer 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.

Peter Martinez

I have served as a dedicated board supervisor for Sun Community Federal Credit Union since 2014, playing a crucial role in ensuring the credit union's financial integrity and accountability. As a

Supervisor Chair appointed by the Board of Directors until 2025, I have been entrusted with reviewing, setting agendas, and making impactful decisions to uphold the bank's actions in compliance with NCUA guidelines. My active participation in regulatory agency training ensures I stay updated on national guidelines and contribute to meeting state and federal regulations.

In addition to my role at the credit union, I am a proud member of the Teachers of Accounting at Two-Year Colleges (TACTYC), where I contribute to advancing accounting education and sharing innovative ideas in curriculum and teaching techniques. Furthermore, my involvement in the Strong Workforce Regional Committee allows me to participate in entrepreneur certification training, creating valuable opportunities for students seeking career pathways in business and related occupations locally.

Since 2018, I have proudly served as the division chair, spearheading the development of program reviews for the business division. An integral part of my role is to ensure that our SLO reviews are conducted each term. As division chair, I am also entrusted with the task of assigning course loads to our dedicated part-time adjunct instructors. Furthermore, I play a crucial role in selecting and providing up-to-date textbooks that cater to the specific needs of our division. I am pleased to announce that as of today, 43% of our textbooks are OER, supporting our student population, including those rising scholars population who require additional resources to excel in college.

I am excited to announce my selection as a trustee on the board of Imperial Valley College, where I will serve from 2024 to 2028. In this role, I will drive the advancement of the college's mission, traditions, values, and reputation. I will be fully engaged in attending board and committee meetings with comprehensive preparation and will actively participate in personal giving and fundraising initiatives. Furthermore, I will be a strong advocate for the college, working collaboratively with the college president and administration to effectively shape and respond to their agenda.

Anna Thelen

Anna has demonstrated a strong commitment to her professional growth over the past year, significantly developing her skills and knowledge. Over the summer, she completed a Masterclass on "The Effective and Ethical Use of AI for Career Success" through Maastricht University in the Netherlands and attended Curriculum Institute Training. In the fall, she participated in the "Find Your Voice" conference in Rancho Mirage, CA, where she focused on CTA Treasurer Training and attended DEI seminars. During our All-Staff meeting, she also completed Equal Employment Opportunity and Title IX Training and engaged in a Flex Day workshop with Puente. Additionally, in October, she attended the Rising Scholars Professional Development program to stay updated on best practices for teaching and supporting incarcerated students.

One of Anna's key achievements this year was earning her certification in Online Teaching and Design, a significant goal from her 2023 evaluation. This has prepared her to teach online courses and develop online versions of our economics and business classes, which will significantly benefit our program. Her proactive approach to incorporating new teaching methods and technology has made her lectures more engaging and relevant, benefiting our students and strengthening our curriculum.

Sarah Frid

Sarah has been instrumental in facilitating essential conversations that have led to the development of contemporary policies. Her proactive stance has driven the implementation of new college initiatives, positioning her on the front lines to address significant challenges affecting the college community.

Through her work, she has fostered a culture of inclusion by identifying areas for improvement and drawing upon the diverse experiences of constituents to represent all faculty. This approach encourages robust participation in shared governance, enabling meaningful change and enhancing student success. Moreover, she is committed to nurturing the development of future faculty leaders, approaching her work with both respect and thoughtful reflection while building vital relationships beyond the college community.

Over the past four years, faculty has greatly benefited from Sarah's dedication to promoting inclusion, diversity, equity, and accessibility—key components that significantly contribute to the college's growth. Her ability to collaborate effectively with statewide organizations, leaders, faculty, students, and classified professionals has created strong and lasting relationships.

Among Sarah's many impressive accomplishments are several transformative initiatives that the college has successfully implemented in recent years. These include training instructional staff and division chairs on the new two-year schedule, launching the "Rising Scholars" regional and statewide meetings, participating in the Voices of Freedom event, engaging in the ASCC Equity function, streamlining the submission process for faculty CE course materials, contributing to the PVC Business Advisory events on campus, and spearheading the CE Course Design Success Team. Each of these efforts' underscores Sarah's unwavering commitment to excellence and her impactful leadership within our community.

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

The department must ensure that all faculty members, including part-time instructors, complete the @One's online training certification if they wish to teach online or hybrid courses. Full-time faculty are already participating in yearly professional development activities and are familiar with the online training seminar; therefore, we expect part-time faculty to take the initiative to support the department's goal of attracting additional enrollments beyond our service area.

Enhancing college and career readiness is crucial, as it aligns with accountability standards and fosters a deeper understanding of career opportunities in business studies. We will improve our readiness strategies to enrich the educational experience by accommodating various learning styles, igniting enthusiasm for learning, and providing valuable insights into potential career paths.

Furthermore, the department must increase online instructional services. This requires a commitment to expanding options, advancing technology, and fostering more engaging and interactive participation overall.

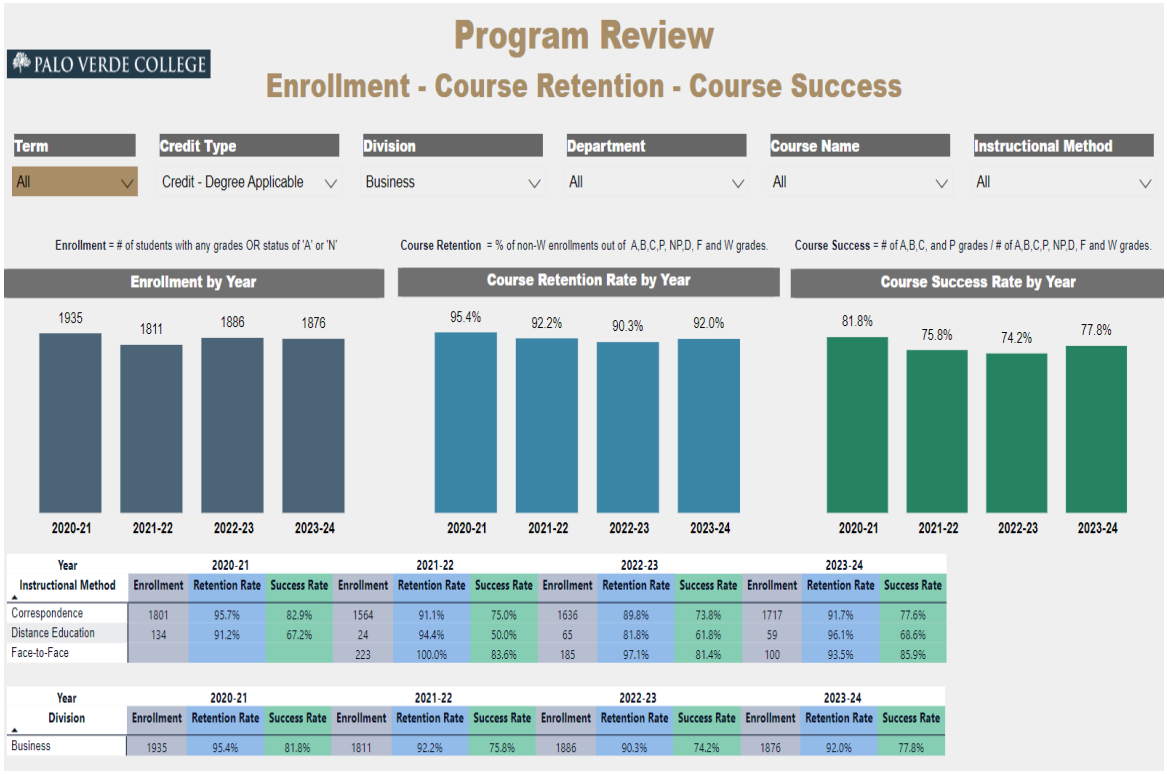
11. STUDENT SUCCESSFUL COMPLETION & RETENTION

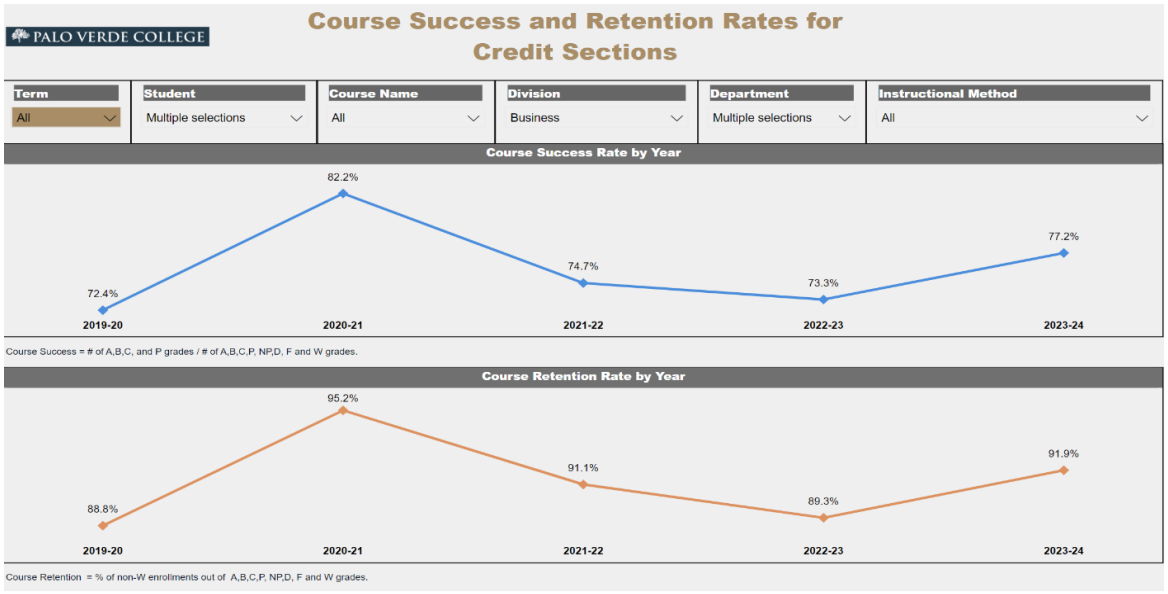
Note: The Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined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

f. 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.

As evidenced by our analysis, the division has demonstrated commendable overall performance. Over the past eight semesters, we've achieved a noteworthy improvement. Our current data reveals an impressive retention rate of 92.47% and a success rate of 77.4% since the last program review in 2020. Not only have we surpassed the 70% institutional standard, but we have also exceeded the ambitious stretch goals set for both performance indicators.

While the course success rate slightly dipped during the 2021-2022 and 2022-2023 semesters, our overall results remain robust and encouraging. As we move forward, the division is fully committed to enhancing our performance further. We will actively engage in discussions to ensure that our strategies align with the 2030 vision plan and integrate seamlessly with the broader objectives of other divisions. We can build on our successes and create a more effective and cohesive approach to achieving our goals.





Year	2020-21			2021-22			2022-23			2023-24		
Course Name	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
ACC-100	136	94.5%	73.4%	95	83.3%	64.4%	88	84.2%	56.6%	93	88.4%	52.3%
ACC-101	50	89.1%	87.0%	61	91.7%	81.7%	32	85.2%	70.4%	37	97.2%	80.6%
ACC-102	33	87.9%	81.8%	20	100.0%	94.1%	23	100.0%	95.5%	16	100.0%	87.5%
BUS-101	258	94.5%	83.9%	327	95.2%	72.5%	294	88.8%	70.0%	216	90.7%	72.5%
BUS-103										26	88.0%	84.0%
BUS-104							17	92.9%	78.6%	45	97.7%	86.4%
BUS-105	149	95.2%	90.3%	248	96.1%	90.4%	201	92.6%	75.3%	132	91.4%	73.4%
BUS-115				20	100.0%	92.9%	41	89.2%	83.8%	33	90.9%	87.9%
BUS-135	105	92.9%	78.6%	75	90.8%	72.3%	112	87.3%	72.5%	97	94.5%	81.3%
BUS-140	23	94.4%	66.7%									
BUS-201	52	95.7%	71.7%	39	76.3%	68.4%	39	85.3%	47.1%	69	90.9%	72.7%
BUS-202	30	100.0%	100.0%	19	94.1%	52.9%	27	100.0%	95.8%	27	92.0%	80.0%
BUS-206	119	91.1%	79.2%	72	85.9%	70.3%	42	92.1%	68.4%	102	96.9%	83.7%
BUS-210	27	100.0%	100.0%	27	69.2%	65.4%				60	93.1%	69.0%
BUS-221	19	73.3%	66.7%							17	53.8%	30.8%
ECO-105	71	98.5%	95.5%	61	94.6%	75.0%	106	90.4%	85.1%	155	96.6%	87.6%
ECO-106	58	100.0%	90.6%	128	84.7%	72.0%	119	83.5%	70.4%	160	94.2%	85.1%
MAN-105	118	94.4%	72.2%	150	89.8%	72.3%	166	93.2%	78.2%	119	92.2%	81.0%
MAN-106	133	100.0%	90.2%	71	95.5%	58.2%	85	97.3%	81.3%	120	84.2%	72.8%
MAN-107	188	98.2%	76.9%	86	91.3%	85.0%	106	84.5%	73.2%	106	92.3%	82.7%
MAN-145	87	92.3%	76.9%	78	90.5%	66.2%	142	91.7%	75.2%	116	87.2%	71.6%
MAN-205	23	100.0%	87.0%	11	71.4%	42.9%	41	65.6%	46.9%	25	95.8%	75.0%

The Current Institutional Set Standard is: 70% with a stretch goal of 77%

ACADEMIC YEAR 2020-2021					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
ACC 101	N/A	83.3%		87%	83.3%
ACC 102	N/A	81.3%		91.7%	75.0%
BUS 101	N/A	95.5%		82.4%	86.0%
BUS 202	N/A	100%		100%	100%
ECO 105	N/A	95.5%			95.5%
MAT 106	N/A	57.4%	41.9%%	53.6%	
BUS 135	N/A	78.6%		87.5%	66.7%
ECO 106	N/A	90.4%		90.4%	
MAT 130	N/A	N/A	N/A	N/A	N/A
BUS 135	N/A				

ACADEMIC YEAR 2021-2022					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
ACC 101	N/A	92.3%		91.3%	84.6%
ACC 102	N/A	94.1%			94.1%
BUS 101	N/A	95.3%		66.9%	76.3%
BUS 202	N/A	52.9%		22.2%	87.5%

ECO 105	**N/A**	**75.0%**			**75.0%**
MAT 106	**N/A**	**66.7%**	**19.0%**	**63.6%**	**19.0%**
BUS 135	**N/A**	**72.3%**		**70.3%**	**75.0%**
ECO 106	**N/A**	**72.0%**		**69.8%**	**78.1%**
MAT 130	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

ACADEMIC YEAR 2022-2023					
	Online Completion Rate	**Correspondence Completion Rate**	**Face to Face Completion Rate**	**Fall Completion Rate**	**Spring Completion Rate**
ACC 101		**85.7%**		**70.6%**	**71.4%**
ACC 102		**95.5%**			**95.5%**
BUS 101		**71.6%**	**83.3%**	**70%**	**66.7%**
BUS 202		**95.7%**		**93.3%**	**100%**
ECO 105		**85.1%**		**87.2%**	**83.6%**
MAT 106		**70.9%**	**36.0%**	**70.4%**	**45.5%**
BUS 135		**72.5%**		**60.7%**	**72.7%**
ECO 106		**70.4%**		**66.7%**	**76.7%**
MAT 130		**N/A**	**N/A**	**N/A**	**N/A**

ACADEMIC YEAR 2023-2024					
	Online Completion Rate	**Correspondence Completion Rate**	**Face to Face Completion Rate**	**Fall Completion Rate**	**Spring Completion Rate**
ACC 101		93.3%		77.8%	86.7%
ACC 102		87.5%			87.5%
BUS 101		90.4%		81.1%	64.3%
BUS 202		92%		90.0%	80.0%
ECO 105		89.0%	66.7%	72.3%	94.9%
MAT 106		49.7%	53.4%	44.2%	71.9%
BUS 135		81.3%		71.4%	82.2%
ECO 106		85.1%		79.5%	92.4%
MAT 130		N/A	N/A	N/A	N/A

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

The business division should focus on expanding its face-to-face, online, and hybrid course offerings to get a better snapshot over time. It's important to note that the division has exceeded standard ratios and even surpassed its ambitious goals. The relatively new Math 130 course is essential for the Business Administration transfer sequence, and it's worth noting that it's a new offer required for the degree. While the department has succeeded, further adjustments are needed to address areas not considered during this period. The current performance indicators framework will be a starting point to encourage the team to take a broader view as more data becomes available during the next review period.

We have increased our success measures with respect to persistence and retention rates. However, the number of degrees does not reflect this for a few reasons. One is that our rising scholars have moved away from institutions. Another valid reason is that students are taking

longer to complete their goals due to life circumstances, which are causing delays in the completion of their degrees

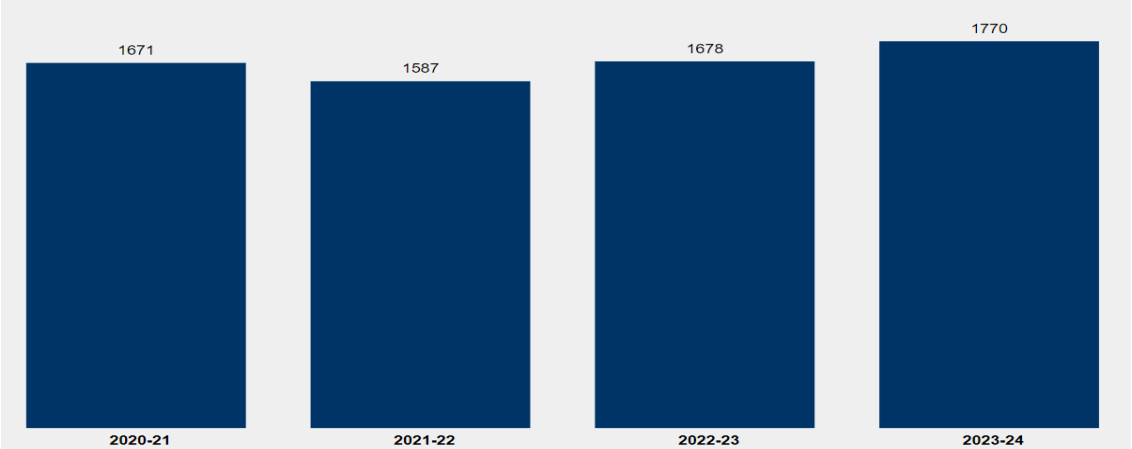
h. **Based on the number of annual awards over the preceding four (4) years, assess trends in the number of program certificates and degrees awarded.**

Name of Award	2020-2021	2021-2022	2022-2023	2023-2024
AST Business for Transfer	2	2	4	6

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.

Modality	2020-2021	2021-2022	2022-2023	2023-2024
Correspondence	1643	1563	1631	1716
Face to Face			6	13
Online	28	24	41	41
Hybrid				
Total	**1671**	**1587**	**1678**	**1770**



The table above presents enrollment trends, showing consistent enrollment in various programs except for the 2021-2022 period. This stability is due to the multiple prison sites served by Palo Verde College. Modifications to the AST Business for Transfer degree, including the addition of Math 130, resulted in delays for students completing their degree promptly. This meant students had to wait for a Math (finite) course to be created and added to the degree sequence, affecting those majoring in Business Administration for transfer. However, recent changes to the degree now allow students to complete it without further delay. As a result, we anticipate an increase in completion rates as students become aware of the positive changes to the degree plan.

13. FINANCIAL TRENDS

The department submits its proposed budget annually as an estimate of the revenues needed to account for salaries, benefits, and other departmental needs. The department has approximately 10 adjunct instructors available to teach, all of whom have stepped up to fulfill the college's urgent need for instructional courses. Sadly, the division's financial request will remain in a paused position until a clearly defined response is provided to all divisions.

14. FACILITIES AND EQUIPMENT

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

The business division is pleased to report on the noteworthy advancements made in recent years in integrating technology into classrooms and educational equipment. Feedback from students indicates that these technological enhancements significantly aid in visualizing concepts and improving understanding of the material. Furthermore, students from Needles have provided positive responses concerning the efficacy of the IT equipment, underscoring its beneficial impact on their learning experiences.

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

No recommendations are needed currently.

[End of Report]