

# Full Review

PALO VERDE COLLEGE

## Program Review Guide

### AA, Associate of Arts in Liberal Arts, Emphasis in Business and Technology

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

# Full Review

## PALO VERDE COLLEGE

AA, Associate of Arts in Liberal Arts, Emphasis  
in Business and Technology  
REPORTING FALL 2020/21 - 2023/24

### 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 program and its mission.

The division is resolutely committed to empowering the communities of Palo Verde Valley and Needles by providing accessible higher education opportunities. The division's mission is to effectively address the diverse needs of our population through high-quality educational experiences. We prioritize direct access, equity, comprehensive programming, and strong community partnerships to create a dynamic learning environment for every student at Palo Verde College. We will continuously adapt our approach to enhance equity and support for local students. Our vision is clear: we will develop innovative strategies to expand our programs, specifically targeting the unique needs of non-traditional students and Rising Scholars, to significantly increase the number of graduates in our business management program. Together, we will cultivate the next generation of business and management studies leaders, preparing them for impactful career opportunities. Our entry-level career training programs will enhance our students' skills and improve their job prospects. We are dedicated to building a brighter future for all learners, empowering them to tackle the challenges that lie ahead. <https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics>

#### b. How does the program support the College Mission?

The program is essential to advancing the college's mission. We take decisive action by creating dynamic training and professional development activities that keep our faculty at the forefront of current job market trends and regional occupational growth. Our focus centers on implementing effective teaching practices, harnessing technology, and delivering engaging teaching materials. These initiatives are designed to enhance instructional methods and maximize student engagement, driving academic success with diversity, equity, and inclusion as our guiding principles. Our division's mission is firmly aligned with the college's mission statement. “We empower a diverse community of learners by providing impactful personal and professional development opportunities. Our unwavering commitment to student achievement ensures that more individuals earn their degrees and certificates, clearly paving the way for their future success.” <https://www.paloverde.edu/about-us/mission.aspx> [Board approved November 9, 2021]

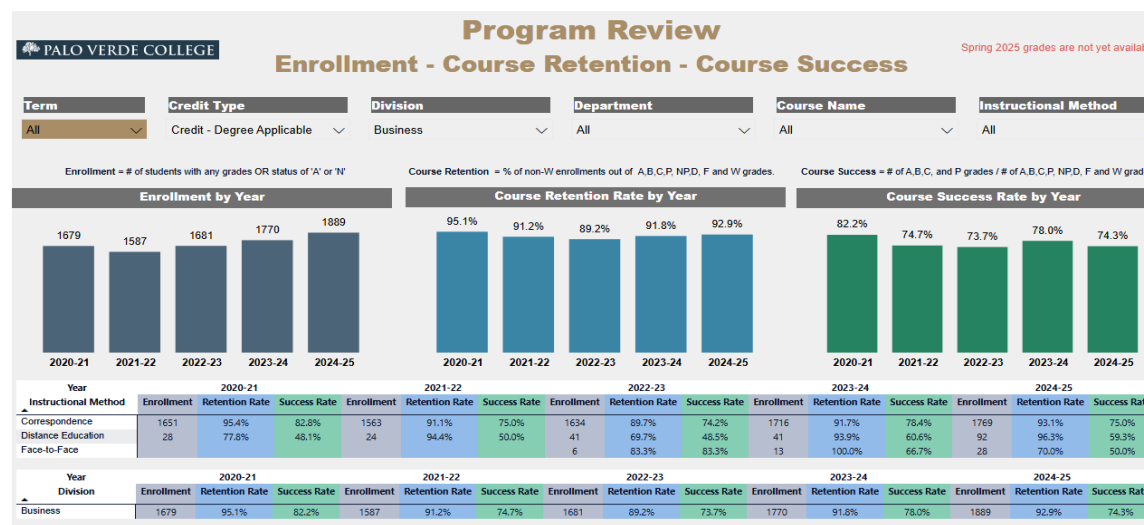
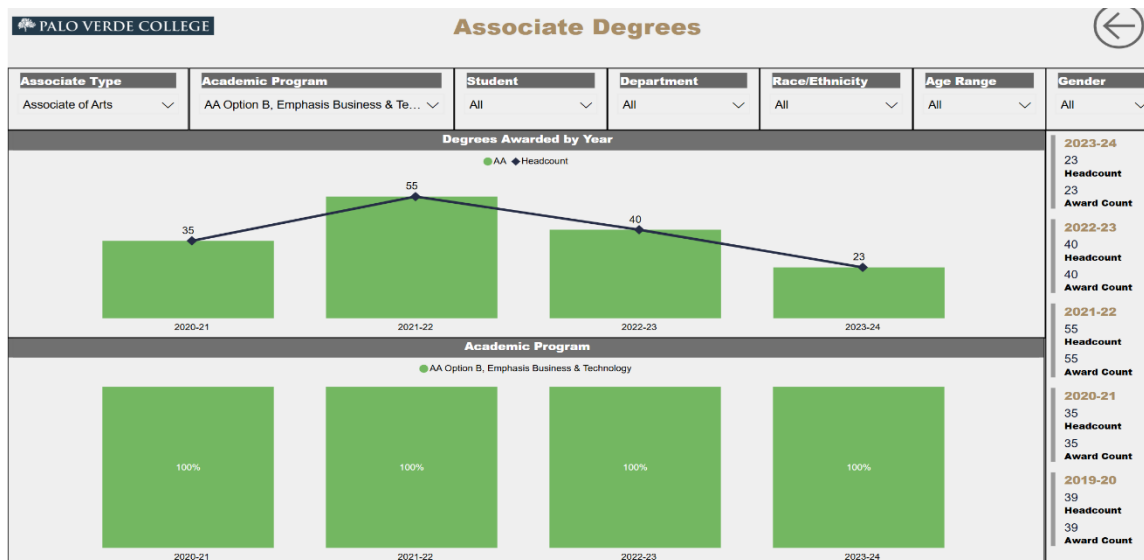
### 2. POPULATION(S) SERVED

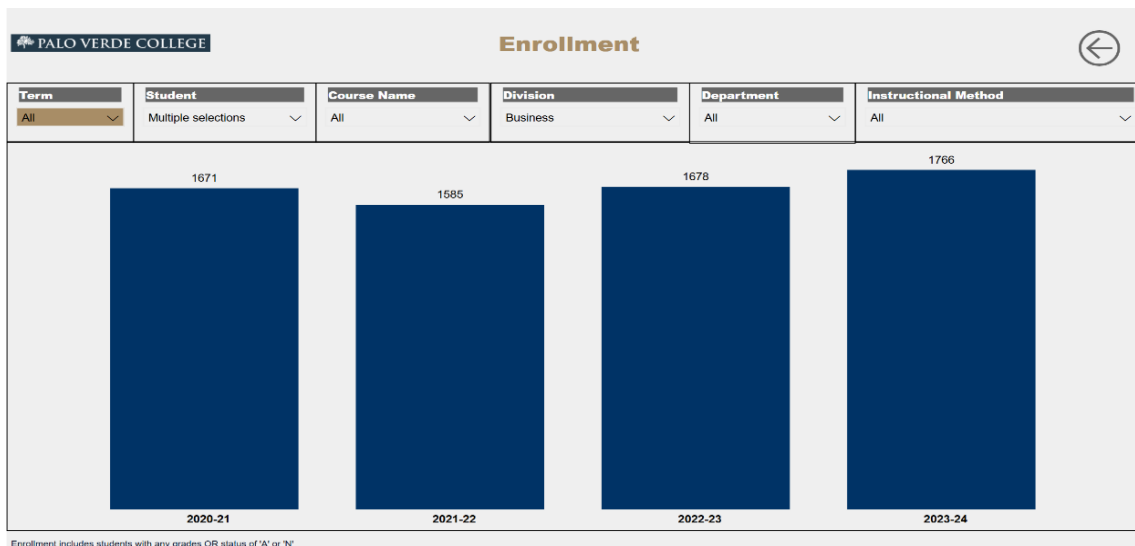
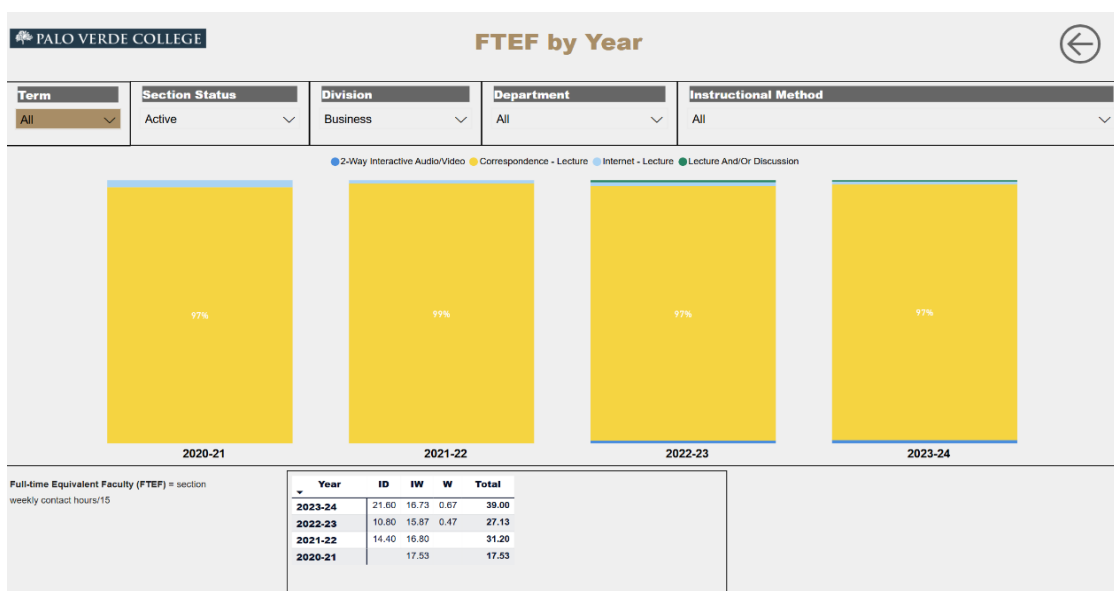
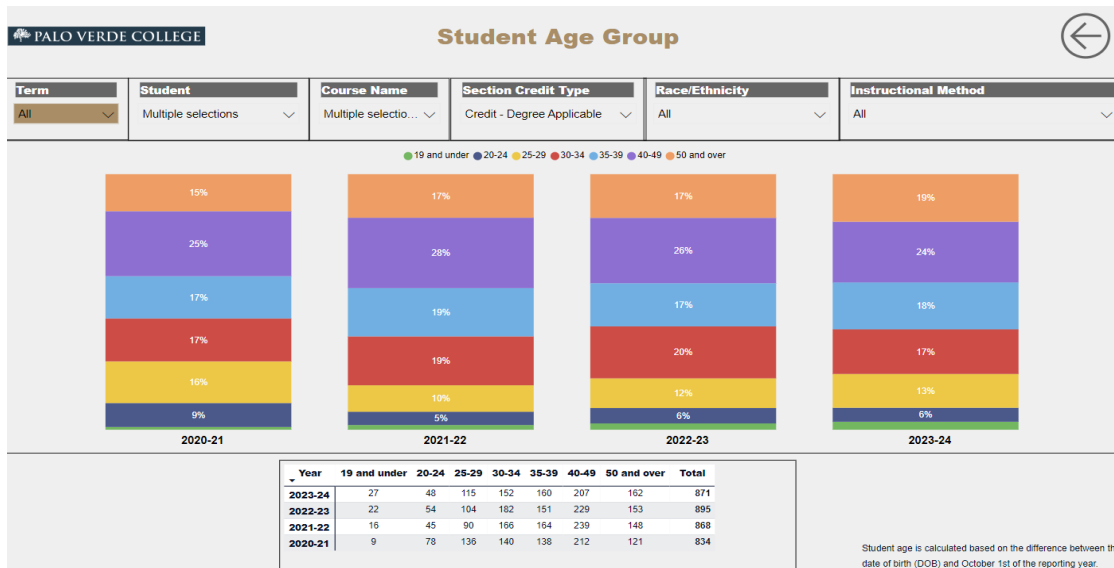
#### a. Describe the populations served by the program, identifying special populations, if any.

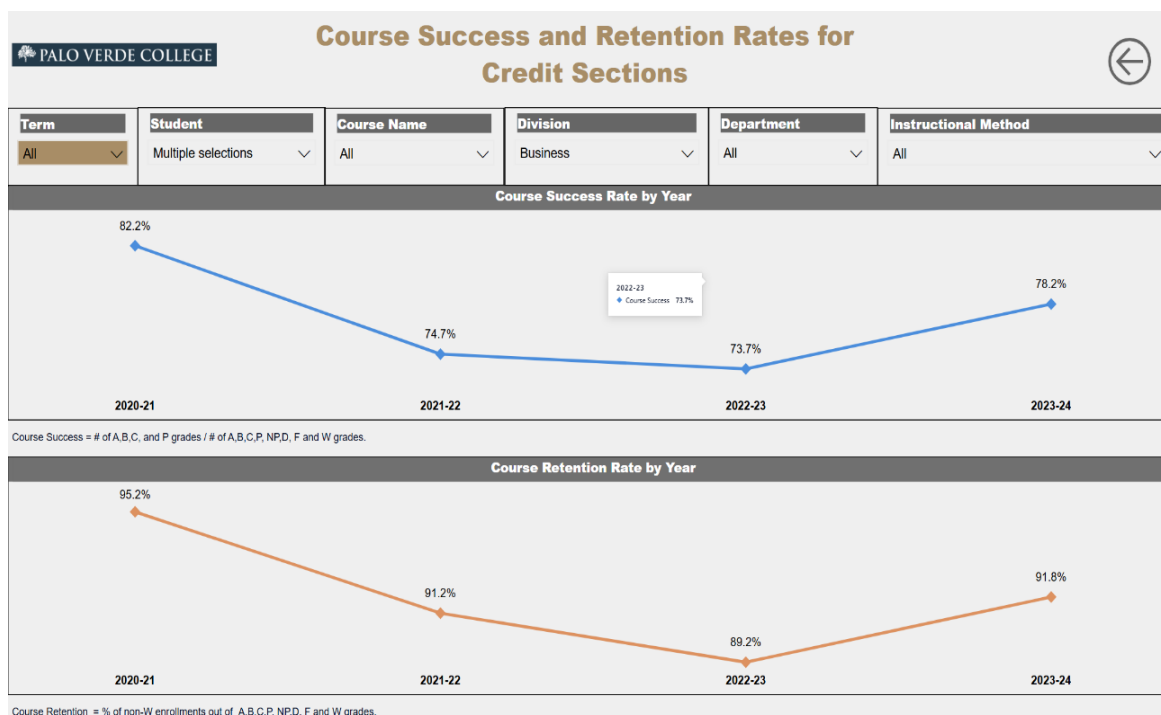
The insightful graph below provides a detailed breakdown of the students enrolling in business studies programs. The

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 to enrich their opportunities for advancement regardless of their specific desires. This vital information should drive our strategies to engage all our students on and off campus actively.

It's important to note that the degrees and certificates offered in the business division remain a popular choice for students. This does not mean we will slow down by promoting business management and certificate programs. However, it is worth noting that our rising scholars' students are being guided to enroll in transfer degree programs by the CDCR. Nevertheless, Palo Verde College is trying to give insightful details on the benefits of considering its available educational pathways. We acknowledge that the number of graduates in Business Management is not as high as we would like, but 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. The strategic plan is to contact feeder schools during outreach events, community functions, career day, transfer day, street fair, and economic alliance sector.







- b. 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 is a top priority for our institution. We provide sustainable financial support and resources to ensure all students can transition smoothly into college programs—regardless of race, age, ethnicity, or educational goals.

While we have made significant strides in enrolling Black students at Palo Verde College, we must acknowledge that their graduation rates still fall short compared to our peer institutions. Our mission is clear: we will work relentlessly to increase the number of Black students who complete their degrees and certificates.

We offer affordable education that caters explicitly to low-income students, many of whom come from underprivileged neighborhoods and attend high schools that do not adequately prepare them for college. Our proactive plan involves reaching out to Black students of all ages to inform them of the abundant career opportunities that await them in the future. The demographic data provided below outlines the age groups of students in the business discipline, with our primary age bracket being 40-49 and 50+ years, closely followed by the 30-39 age group. This information is primarily drawn from the Rising Scholars program, demonstrating our commitment to addressing these critical educational needs head-on.

### 3. ACCOMPLISHMENTS IN ACHIEVING GOALS

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

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 with an SLO due for assessment to ensure they meet the college's expectations.
- ✓ 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.

**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. The college was awarded a Rising Scholars Network grant to support disciplines by following a statewide mission and aligning with a vision for success.
- c. 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 and working with student services, Blythe Chamber, and economic alliance to create a working relationship with the college.
- 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.

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	<b>Annual graduation completion rates</b>
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	<b>Annual graduation completion rates</b>
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	<b>Bi-Annual gatherings April/May</b>
Provide a more significant number of online courses by getting training, as well as <a href="#">recertifying</a> 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	<b>On-going - through- training</b>
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

- b. The division has also participated in various professional development opportunities to enhance and strengthen equity and diverse student needs: Flex Day, region IX planning and coordination, CTE, Acc conference, economic yearly training, etc. Academic Senate, Chancellor's Office communication.

## 2. What our department has yet to achieve

- a. The division has yet to collect additional data to see the outcomes of our student success and enrollments in the division. The division is also in need of reviewing fiscal revenues vs. expenses.



### 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.

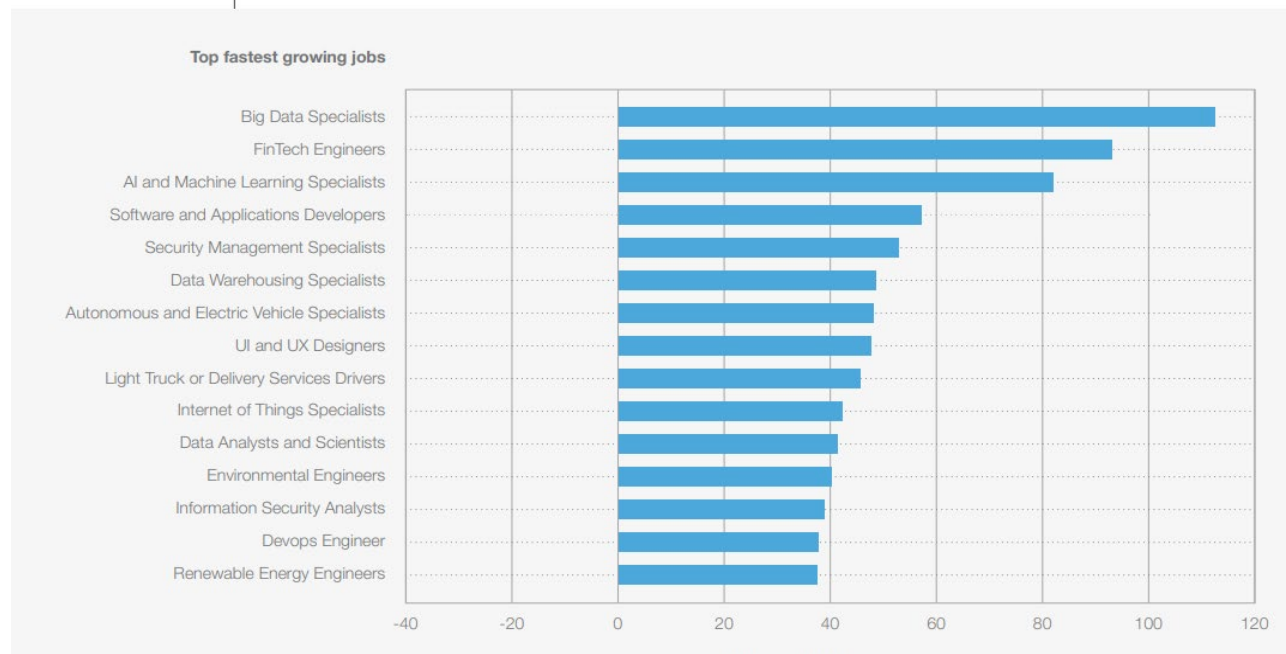
## 4. Demand for the Program

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

Surveys conducted among executives indicate that the fastest-growing job roles by 2030 will largely be influenced by technological advancements, including AI, robotics, and expanding digital access. The top positions expected to grow most include Big Data Specialists, FinTech Engineers, AI and Machine Learning Specialists, and Software and Applications Developers.

FIGURE 2.2 **Fastest-growing and fastest-declining jobs, 2025-2030**

Top jobs by fastest net growth and net decline, projected by surveyed employers



Surveys conducted among executives indicate that the fastest-growing job roles by 2030 will largely be influenced by technological advancements, including AI, robotics, and expanding digital access. The top positions expected to grow most include Big Data Specialists, FinTech Engineers, AI and Machine Learning Specialists, and Software and Applications Developers.

(Figure 2.2). [https://reports.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_Report\\_2025.pdf](https://reports.weforum.org/docs/WEF_Future_of_Jobs_Report_2025.pdf)

### Computer and Information Technology Occupations

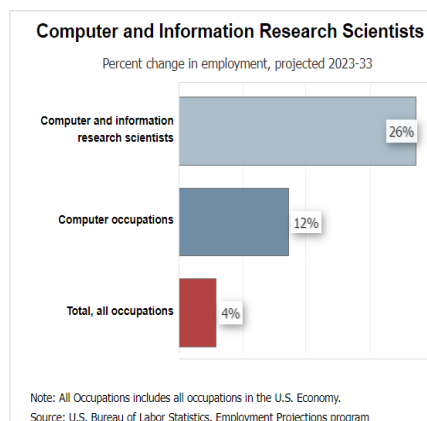
These workers create or support computer applications, systems, and networks. Overall employment in computer and information technology occupations is projected to grow much faster than average from 2023 to 2033. Due to employment growth and the need to replace workers who leave occupations permanently, about 356,700 openings are projected each year.



In May 2023, the median annual wage for this group was \$104,420, which was higher than the median annual wage for all occupations of \$48,060. Employment of computer and information research scientists is projected to grow 26 percent from 2023 to 2033, much faster than the average for all occupations.

About 3,400 openings for computer and information research scientists are projected each year, on average, over the decade. Many of those openings are expected to result from replacing workers who transfer to different occupations or exiting the labor force, such as to retire.

Computer and information research scientists' research and development turn ideas into technology. Computer and information research scientists will also increase as demand for new and better technology grows. For example, computer scientists' expertise will be needed to create new technologies related to artificial intelligence (AI).



The rapid increase in business data collection drives the growing need for data-mining services. Computer and information research scientists will play a crucial role in developing technology to help businesses manage large amounts of data, mainly through machine learning, a type of artificial intelligence that enables models to learn and complete tasks independently. Furthermore, the heightened focus on cybersecurity will create new job opportunities, as these scientists must find innovative ways to prevent cyberattacks.

<https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm#tab-6>

### Employment projections data for computer and information research scientists, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Computer and information research scientists	15-1221	36,600	46,000	26	9,400	<a href="#">Get data</a>

## 5. STRENGTHS, WEAKNESSES & NEW GOALS

The department continues to experience high enrollment growth in its business, economics, and management courses. That's a positive strength student from the Rising Scholars program seek. All three-degree programs are equipped to provide our graduates with valuable skills to compete for competitive occupations.

The [Future of Jobs Report 2025](#), published today by the World Economic Forum, reveals that job disruption will equate to 22% of jobs by 2030. 170 million new roles will be created, and 92 million will be displaced, resulting in a net increase of 78 million jobs. Technological advancements, demographic shifts, geoeconomic tensions, and economic pressures are the key drivers of these changes, reshaping industries and professions worldwide.

Drawing on data from over 1,000 companies, the report finds that the skills gap continues to be the most significant barrier to business transformation today, with nearly 40% of skills required on the job set to change

and 63% of employers citing it as the key barrier they face. Technology skills in AI, big data, and cybersecurity are expected to see rapid growth in demand, but human skills, such as creative thinking, resilience, flexibility, and agility, will remain critical. Combining both skill types will be increasingly crucial in a fast-shifting job market.

Frontline roles and essential sectors like care and education are set for the highest job growth by 2030, while AI and renewable energy advances are reshaping the market. This is driving an increase in demand for many technological or specialist roles while driving a decline for others, such as graphic designers.

"Trends such as generative AI and rapid technological shifts are upending industries and labor markets, creating unprecedented opportunities and profound risks," said Till Leopold, Head of Work, Wages and Job Creation at the World Economic Forum. "The time is now for businesses and governments to work together, invest in skills, and build an equitable and resilient global workforce." <https://www.weforum.org/press/2025/01/future-of-jobs-report-2025-78-million-new-job-opportunities-by-2030-but-urgent-upskilling-needed-to-prepare-workforces/#:~:text=Frontline%20roles%20and%20essential%20sectors,others%2C%20such%20as%20graphic%20designers.>

### **The Job Market in 2030**

Significant demand increases are projected for care jobs, such as nursing professionals, and education roles, such as secondary school teachers. Demographic trends across essential sectors drive this growth. At the same time, advancements in AI, robotics, and energy systems, including renewable energy and environmental engineering—are expected to create a higher demand for specialized roles. Conversely, positions such as cashiers and administrative assistants declined rapidly, now joined by graphic designers, as generative AI transforms the labor market.

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.

#### **a. 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. The division's focus for 2025-2028 will be attracting more community students. 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 learning institutions beyond our borders. 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 grows, it will be essential to consider hiring an additional business faculty member to compensate for Ms. Frid's reassignment. If she returns, it will benefit the department to bring in one more individual specializing in a combination of all three sectors: management, business/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.

**b. 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*
  - d. *Activities: Ongoing review of SLOs and update them accordingly*
  - e. *Timelines: Year 1 2025 thru Year 2 2026*
  - f. *Evaluation: Review and make changes during 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 available at both campuses through our technology, offering real-time instructional and resource offerings to gain momentum for our 2030 Cal-GETC pattern vision.*

- 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.*

**d. 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 aligns forward thinkingly with the institution by creating a collaborative plan that meets the evolving learning needs of the business world and related professions. The business profession has diversified and 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].

As the job outlook continues to expand, we will see an increasing number of students pursuing degree programs that will lead to stable careers, particularly in fields such as AI technology, the service industry, and the tech industry. This evolving landscape provides a solid foundation for students pursuing higher degree programs tailored to their interests.[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].

## 6. CURRICULUM HISTORY

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

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
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		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	
ECO-105		X		X		X	X	X
ECO-106	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	
PSY 145	X		X		X		X	
MAT 106					X			
MAT 110		X	X	X	X	X	X	X
MAT 220								

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

Not apply-All courses were successfully offered under this degree plan.

## 7. COURSE SCHEDULING & AVAILABILITY

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

*The division has a cycle of subject offerings each term, including summer terms. The division has committed to ensuring that each subject area is offered every term, including summer or, in some cases, yearly, for example, MAN 205.*

## 8. 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 AA, Associate of Arts in Liberal Arts, Emphasis in Business & Technology				
<i>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</i>				
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 2020-2021	% Successful Students ACADEMIC 2021-2022	% Successful Students ACADEMIC YR 2022-2023	% Successful Students ACADEMIC YR 2023-2024
ACC 100		39.1		
ACC 101	100			
ACC 102	88.2			
BUS 101	88.3			
BUS 103				94.7
BUS 105	66.2			
BUS 115			86.7	
BUS 135	68.4	68.4		66.7
BUS 140	66.7		88.9	
BUS 201			54.5	
BUS 202			66.7	
BUS 206				84.2
BUS 210	90	90		100
BUS 221				
ECO 105				100
ECO 106				96.7
MAN 105				85.7
MAN 106				85.5
MAN 107		91.3	86.3	
MAN 145	85			89.7
MAT 106				
MATH 108				
MATH 110				72.9
MATH 210				

MATH 220				
Average % of Successful Students by Year	81.6%	72.2%	76.6%	87.6%

Average Percentage Program Learning Outcome #2 For PROGRAM NAME				
<i>Acquired fundamental knowledge of the operations and technical support requirements of a business organization</i>				
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 100				
ACC 101	95			
ACC 102	82.4			
BUS 101	88.5			
BUS 103				94.7
BUS 105	78.5			
BUS 115			83.3	
BUS 135		68.4		59.3
BUS 140	66.7			
BUS 201			54.5	
BUS 202			88.9	
BUS 206				80.3
BUS 210		90		95.8
BUS 221				
ECO 105				100
ECO 106				96.7
MAN 105				82.9
MAN 106				85.5
MAN 107		91.3	82.4	
MAN 145	85			89.7
MAT 108				
MAT 110				72.9
MAT 210				
MAT 220				
Average % of Successful Students by Year	82.7%	83.2%	77.3%	85.8%

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 PROGRAM NAME				
PROGRAM LEARNING OUTCOME	% Successful Students 2020-2021	% Successful Students 2021-2022	% Successful Students 2022-2023	% Successful Students 2023-2024
PLO #1	81.6%	72.2%	76.6%	87.6%



PLO #2	82.7%	83.2%	77.3%	85.8%
<b>Average % of Successful Students by Year</b>	82.2%	77.7%	77%	87%

#### SLOACTION 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 A.S Business Management	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
AS Bus Mgmt	1 and 2	BUS 101	OER and Online offerings- enhance Learning/enrollment	Yes	2 year plan guided pathways	Results pending next assessment	2024-2025
AS Bus Mgmt	1 and 2	Bus 135	OER to enhance Learning/enrollment	Yes	2 year plan guided pathways	Results pending next assessment	2024-2025
AS Bus Mgmt	1 and 2	Eco 105	OER to enhance Learning/enrollment	Yes	2 year plan guided pathways	Results pending next assessment	2024-2025
AS Bus Mgmt	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 of 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 be assessed. Thus, they are scheduled to be assessed 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 student approval, 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.

## 9. COURSE CURRENCY

a. List the courses in the program and the year in which the course outline 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 104	03/12/2022	04/12/2022
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-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 courses outlined in the COR have been updated; no additions or changes are needed.

## 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.

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		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	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 AS Business Management adequately covered by full-time and part-time faculty.

## 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.

### 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 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 advance 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 strongly 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. She also completed Equal Employment Opportunity and Title IX Training during our All-Staff meeting 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, which was a major 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 be a great asset to 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 specifically 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.

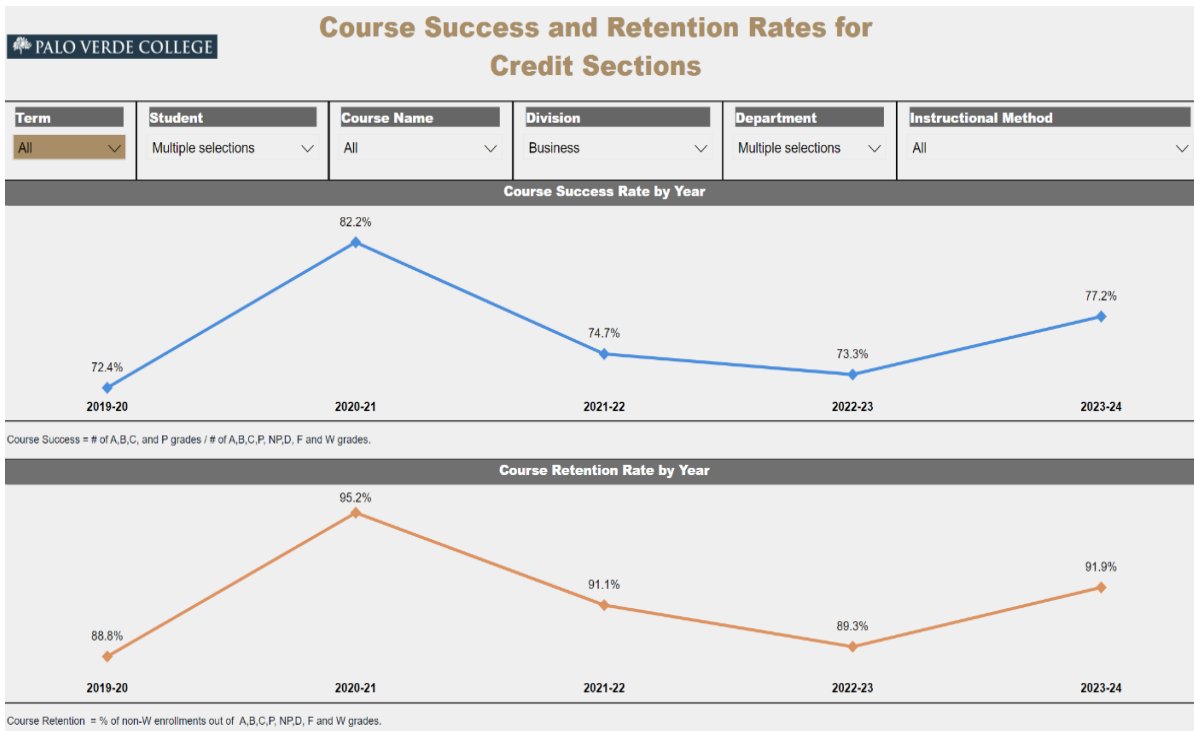
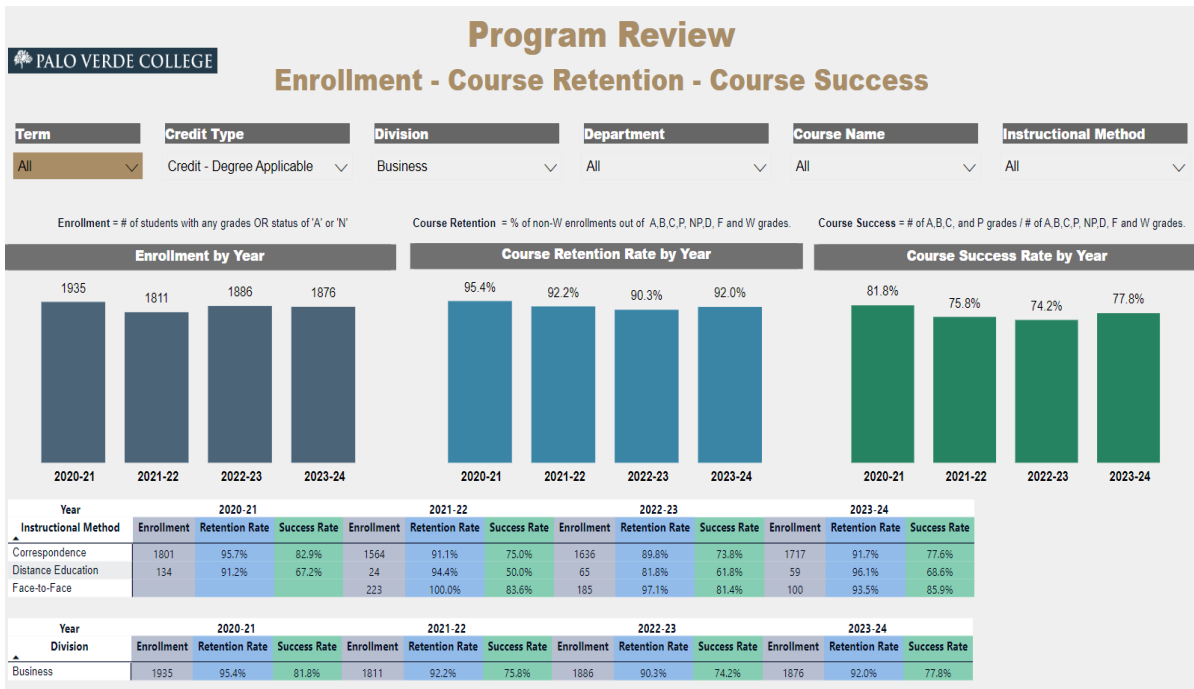
## 12. STUDENT SUCCESSFUL COMPLETION & RETENTION

*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.

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%

**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 100					
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 103					
BUS 105					
BUS 115					
BUS 135		78.6%		87.5%	66.7%
BUS 140					
BUS 201					
BUS 202	N/A	100%		100%	100%
BUS 206					
BUS 210					
ECO 105	N/A	95.5%			95.5%
ECO 106	N/A	90.4		90.4	
MAN 105					
MAN 106					
MAN 107					
MAN 145					
MAT 106	N/A	57.4%	41.9%%	53.6%	
MAT 108					



<b>MAT 110</b>					
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<b>ACADEMIC YEAR 2021-2022</b>					
	<b>Online Completion Rate</b>	<b>Correspondence Completion Rate</b>	<b>Face to Face Completion Rate</b>	<b>Fall Completion Rate</b>	<b>Spring Completion Rate</b>
<b>ACC 100</b>					
<b>ACC 101</b>	N/A	92.3%		91.3%	84.6%
<b>ACC 102</b>	N/A	94.1%			94.1%
<b>BUS 101</b>	N/A	95.3%		66.9%	76.3%
<b>BUS 103</b>					
<b>BUS 105</b>					
<b>BUS 115</b>					
<b>BUS 135</b>		72.3%		70.3%	75.0%
<b>BUS 140</b>					
<b>BUS 201</b>					
<b>BUS 202</b>	N/A	52.9%		22.2%	87.5%
<b>BUS 206</b>					
<b>BUS 210</b>					
<b>ECO 105</b>	N/A	75.0%			75.0%
<b>ECO 106</b>	N/A	72.0%		69.8%	78.1%
<b>MAN 105</b>					
<b>MAN 106</b>					
<b>MAN 107</b>					
<b>MAN 145</b>					
<b>MAT 106</b>	N/A	66.7%	19.0%	63.6%	19.0%
<b>MAT 108</b>					
<b>MAT 110</b>					

<b>ACADEMIC YEAR 2022-2023</b>					
	<b>Online Completion Rate</b>	<b>Correspondence Completion Rate</b>	<b>Face to Face Completion Rate</b>	<b>Fall Completion Rate</b>	<b>Spring Completion Rate</b>
<b>ACC 100</b>					
<b>ACC 101</b>		85.7%		70.6%	71.4%
<b>ACC 102</b>		95.5%			95.5%
<b>BUS 101</b>		71.6%	83.3%	70%	66.7%
<b>BUS 103</b>					
<b>BUS 105</b>					
<b>BUS 115</b>					
<b>BUS 135</b>		72.5%		60.7%	72.7%
<b>BUS 140</b>					
<b>BUS 201</b>					
<b>BUS 202</b>		95.7%		93.3%	100%
<b>ECO 105</b>		85.1%		87.2%	83.6%
<b>ECO 106</b>		70.4%		66.7%	76.7%
<b>MAN 105</b>					
<b>MAN 106</b>					
<b>MAN 107</b>					
<b>MAN 145</b>					
<b>MAT 108</b>					

<b>MAT 110</b>					
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<b>ACADEMIC YEAR 2023-2024</b>					
	<b>Online Completion Rate</b>	<b>Correspondence Completion Rate</b>	<b>Face to Face Completion Rate</b>	<b>Fall Completion Rate</b>	<b>Spring Completion Rate</b>
ACC 100					
ACC 101		93.3%		77.8%	86.7%
ACC 102		87.5%			87.5%
BUS 101		90.4%		81.1%	64.3%
BUS 103					
BUS 105					
BUS 115					
BUS 135		81.3%		71.4%	82.2%
BUS 202		92%		90.0%	80.0%
BUS 206					
BUS 210					
ECO 105		89.0%	66.7%	72.3%	94.9%
ECO 106		85.1%		79.5%	92.4%
MAN 105					
MAN 106					
MAN 107					
MAN 145					
MAT 106		49.7%	53.4%	44.2%	71.9%
MAN 108					
MAN 110					

**b. 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 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 seem to 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 is causing delays in the completion of their degrees.

**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.**

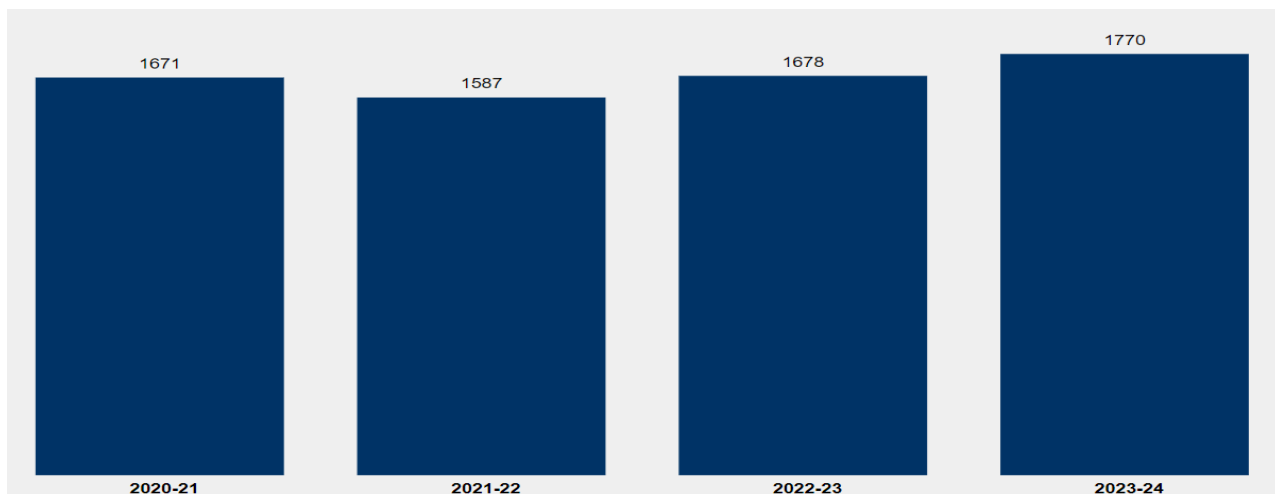
<b>Name of Award</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>AA, Business &amp; Technology</b>	<b>35</b>	<b>55</b>	<b>40</b>	<b>23</b>

## 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.

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



## 14. 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, all of whom have stepped up to fulfill the college's urgent need for instructional courses. Sadly, the division's financial request will remain paused until a clearly defined response is provided to all divisions.

## 15. 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]**