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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Arts, Media and Business Administration

Department Name

Business Administration

Department Chair Name

Jackie Martin

Discipline Name

Business Education (BUS)

Department Chair email

ljmartin@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Mary Cassoni, Professor, Business Administration

Jackie Martin, Professor and Chair, Business Administration

Website address for your discipline<https://www2.palomar.edu/pages/business/>**Discipline Mission statement**

The mission of the Business Administration Department at Palomar College is to prepare students for success in business and business-related studies, so that they may transfer to a 4-year college in business and business related degrees, as well as pursue vocational business and business related education for career placement and advancement. BUS students can earn Associate in Arts (AA), Associate in Science (AS), and Associate in Science in Business Administration for Transfer (AS-T) degrees, as well as Certificates of Achievement (CA) and Certificates of Proficiency (CP) in the following academic programs; Accounting, Advertising and Marketing, Entrepreneurship, General Business, Business Management, International Business, Supply Chain/Logistics, Legal Studies, and Real Estate.

([click here for information on how to create a mission statement](#))

Does your discipline have at least one degree or certificate associated with it?

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

Yes

List all degrees and certificates offered within this discipline.

Administrative Assistant (AS, CA), Business Administration (AS-T), Business General (A.S), E-Marketing (A.S. or C of A),

Medical Office Specialist (C of A), Social Media (CA)

Newly designed is our General Business degree with four areas of emphasis that represent stackable degrees based on emerging industry sectors: Advertising and Marketing, Business Management, Small Business Entrepreneurship, and International Business/Supply Chain Management

Each is a stand alone certificate of achievement, 12 units, and will fulfill the equivalent of elective credits in the A.S. General Business degree.

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

3

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

2.8

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

5.87

List the classified and other permanent staff positions that support this discipline.

50% ADA.

Lourdes Runk, 12 months, 100%, 50% of time dedicate accounting tutoring.

List additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in **Nuventive Improve** (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

The current program learning outcomes communicate the scope and depth of the degree/certificates offered and do align with employer and transfer expectations.

The AS-T Degree in Business Administration is Palomar's most popular degree and effectively prepares students for transfer. This degree was recently updated to a 2.0 version to be aligned with Chancellor's Office and receiving institutions guidelines.

The General Business degree (non-transfer) has been redesigned to be more aligned with student needs and employer expectations, via the statewide faculty advising groups. These major changes were implemented by the Business Department, and the changes were overseen by our Articulation Officer. The new degree will become active fall 2022.

How do they align with employer and transfer expectations?

The Program Learning Outcomes align with employer and transfer expectations.

With employer expectations the four areas of emphasis allow for entry level knowledge or re-entry level upgrade of skills for employment in popular emerging Business areas.

Even one of our areas of emphasis in the two year terminal degree prepares students well for transfer to CSUSM in the newly stated transfer major of Supply Management.

Describe your program's plan for assessing program learning outcomes.

Program SLOs for the AS-T for transfer have recently been updated to reflect new 2.0 changes. The program SLOs will be assessed at the same time each major course in the program is assessed.

Other BUS programs, such as the General Business Degree or the various certificates, have a program learning outcome that is more difficult to measure; such as, students will gain the necessary skills for employment. These program SLOs could be improved by instilling a survey methodology as the assessment method. The assessment can be done upon completion of the program to assess if students believe they have the skills necessary for employments. Ultimately, the survey would be done again at 6 month and 1 year intervals to measure whether students are actually working in business.

Summarize the major findings of your program outcomes assessments.

The major findings from the program level assessments indicate that most outcomes are met; however, more scrutiny and analysis is needed for authentic program assessments. The survey model discussed above has been shown to provide a more authentic assessment and could be implemented going forward.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Total for the department:

15/16: 117

16/17: 127

17/18: 219

18/19: 202

19/20: 213

20/21: 209

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

Completions have grown at a CAGR (compound annual growth rate) of 10% from 15/16 to 20/21

The AS-T for transfer is our biggest degree, accounting for about 90% of the degrees awarded. Factors that influence its growth include close connection with our transfer schools and continued updates that are in line with Chancellor's Office recommendations. Medical Office Specialist, Social Media, E-Marketing and Law and Public Policy have also started to exhibit some growth. Factors that contribute include that these programs are aligned with employer needs and current trends in business.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Offering classes in fast track formats in some key areas has led to better enrollment in the sections that are offered. We have decreased the number of sections offered but students are still able to complete within two semesters.

Examples: Excel classes. Students complete beginning and intermediate classes each fall and spring, and a smaller group funnels into the advanced class in the summer.

Medical Office Specialist - we have created a rotation that allows students to complete in two semesters and are offering the same rotation each year.

Management classes: we have created a rotation for Management classes so that students will be able complete the Certificate of Achievement as an area of emphasis in the General Business A.S. degree, within one year.

The same rotation will be applied to the three Certificates of Achievement in Advertising and Marketing, Entrepreneurship and International Business.

We have also created some fast track Business classes to complement our Redlands four year university fast track classes. The pandemic has slowed this initiative.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Due to the efficiency model for scheduling classes, we have not been able to schedule some of our new classes and programs.

Although we wrote new, emerging courses and programs based on grants that were offered at the Chancellor's Office, doing the right thing by remaining current, and giving us the ability to hire new faculty in these areas as well, we have yet to offer some of those new courses. We are currently (2021-22) hiring for a full-time faculty member with an emphasis in Supply Chain and Logistics which is part of the International Business Certificate of Achievement. It will be important for the administration to allow us to have a grace period in which to grow these programs without asking us to cut a fully enrolled class from Accounting or Real Estate or another Business area in order to support this new growth.

So one of our goals will to be overcome this obstacle so that we can offer the new fresh, highly desired classes without sacrificing full enrolled classes in other areas.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

This standard is consistent with the college and historical success rates across BUS courses.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

When reviewing the data within BUS, it's interesting that the classes that are part of the transfer degree (BUS 100, BUS 117, BUS 204, and BUS 205) have HIGHER success rates (~75%) than other BUS classes. ACCT 101 and 102 courses, which are also part of the transfer degree, also have a success rate of ~75%. This is most likely due to the focused goal and mindset of a transfer student as compared to a non-transfer student. However, the BUS discipline can learn from this information AND see that 75% IS achievable.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

If you answered no, please explain.

The Business Department has over 45+ unique courses. The Career Tech Ed element - the degree of complexity - of many courses, is often not fully appreciated in terms of the work involved to keep the curriculum current, to add new curriculum to follow emerging business and technology trends and to find fresh part-time faculty qualified to teach these dynamic and rapidly changing courses.

We have six full-time faculty in Business to oversee 45+ unique courses, two transfer degrees and 15+ distinct programs. Three of those faculty are new and in their second and third years of tenure. Three full-time faculty have been out of the classroom in the past year due to retirement, illness or other personal issues. One full-time faculty member who is in charge of two disciplines was out on extended medical leave for a year and a half, and oversaw a new transfer degree where new course and program SLOs had yet to be written, for example...There are so many more examples I could share. It has left a tremendous workload for the three fully tenured faculty members and chair, to oversee all administrative duties of this complex department while carefully coaching, mentoring and advising our newly hired faculty members. Full-time faculty need to work with part-time faculty to advise them on how to complete the SLOs and assessments themselves due to the number of part-time faculty teaching in sub-disciplines with no full-time faculty representation. That being said, the Chair and new SLO Coordinator and several full-time faculty met several times, and led many meetings in the spring to help catch up with areas that were deficient.

In 2018, 120 sections of courses were offered each semester in the Business Department.
In 2021, 75 sections of course are offered across the Business Department.

What this shows just a peek of, is how much the chair has initiated change in terms of deactivating old courses and programs and bringing in grant funding, certifications and many new programs and courses and faculty, to bring us current with business curriculum, trends and practices, and how challenging it is in a department that is so complex and with so many classes being taught by part-time faculty. We are excited about the ways in which we have become more relevant in our department with many exciting new courses, programs and faculty and know that this task will be more streamlined and again, institutionalized in our department, moving forward.

That being said, the Chair/SLO Coordinator and several full-time faculty worked last spring to bring us current. We agreed upon a department plan to better track our SLO/Assessment work and to institutionalize it for all part-and full-time faculty members moving forward. We are confident that we will do so.

Summarize the major findings of your course level student learning outcomes assessments.

We have made strides in our SLOs and Assessments in terms of institutionalizing them into our department culture. Our department is unique in that we have 40+ part-time faculty teaching many of our courses and have 30+ unique courses. Our part-time faculty input their authentic SLOs and Assessments into our database, which is overseen by our full-time faculty, as opposed to part-time faculty sending their results to full-time faculty who would then analyze and summarize the data and enter it into TracDat. We feel that this is a more authentic process. The department needs to standardize our course and program levels SLOs and assessments and is in conversations about how to do this, most likely via an Excel spreadsheet that will be updated yearly by the SLO Coordinator, so that all faculty do this on a regular basis each semester.

Again, we have improved our processes and will continue to do so. The chair is working with the new SLO Coordinator to bring courses and program SLOs and Assessments current by our mid-October 2021 date.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

No

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What have you done to integrate work-based learning?

Worked based learning is a new name for the applied nature of what has been inherent in business courses historically. Therefore, across the discipline of Business, students research actual businesses to perform primary and secondary research, solve complex business problems, and report on the outcomes of their research, via writing and presentations. Our relatively new areas of emerging programs in Entrepreneurship and Logistics and Supply Chain, bring in guest speakers from various industry sectors on a regular basis. In BUS 173, Job Search, and BUS 205, Business Communications, students prepare job application materials and electronic portfolios and connect across social media platform to apply for interviews and internships, which often lead to jobs within the semester that they are taking the class(es). In our Medical Office Specialist program, students are required to take a CE150 class (internship) in the medical office field in order to graduate. Another key element that connects students to industry advisors and business networks, and augments their degrees, is our industry testing center in MD335. We continue to increase our industry exams for students and several of these continue to be grant funded and are free for students, offering up to \$1,800.00 a year in free industry cert fees. The exams that students take most often are QuickBooks, leading to the QB Intuit certification, Supply Chain Management leading to the SCPro Fundamentals certification, MS Office exams in Word and Excel. Our goals are to add Business Communications and Entrepreneurship in the 2021-2022 academic year. These certifications significantly increase a student's chances of securing a job, or advancing in their career, and/or advancing their earnings.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Software classes: Word, Excel and QuickBooks classes teach students who to work with software that is required now as an entry-level skill in many-most entry-level business jobs.

Logistics and Supply Chain classes and certifications, combines with a student's two-year, or four year degrees and work experience, can double a student's income within a semester or two of taking the online industry certifications. We partner with a testing center in Florida, that provides the links to practice exams and eight different online modules, that can be used alone or in combination for various occupational entry points, from beginning to intermediate to advanced and across all business sections, as these skills are essential to many job functions.

Medical Office skills and certifications: By acquiring scheduling, billing and coding, customer service and related business skills in a medical office environment.

Entrepreneurship and Supply Chain: these students work with platforms for small and new businesses in the classroom, via technology: professional social media networks, online and live, via other budding or existing business owners who come in as guest speakers; they may also launch and/or improve their own business within the framework of the program. The three course Entrepreneurship Program is designed to do just that.

With Marketing and Advertising, students learn how to solve real-world marketing and advertising problems with a local business.

What is the regional three-year projected occupational growth for your program(s)?

The regional three-year projected occupations growth rate for Business Administration programs ranges from 7% to 16% based on COE and EDD Labor Market Data. General business and management falls into the lower range (7% to 9%) while entrepreneurship, supply chain, and medical office falls into the higher range (12% to 16%). Marketing, advertising, and social media ranges from 8% to 10%.

What is being done at the program level to assist students with job placement and workforce preparedness?

The programs described above are very important to Business students as industry certifications are an integral part of workforce preparedness; capstone projects, working with real companies and businesses, guest speakers from industry, integrating our one unit online BUS 173 Job Search course in several of our terminal degrees, all help prepare students for jobs. Jackie Martin has participated in several workshops with other faculty to teach faculty how to work with Portfolium, which is a portfolio and social media and professional networking platform that segues into use at four colleges and with post graduation employment opportunities.

Another way that the department recognizes student connections to the workforce is by participating in Credit for Prior Learning, which recognizes many Business classes for college credit.

Jobs which are shared via email from the Career Center are also forwarded to all full-time and part-time faculty and the chair asks for faculty to post these in their Canvas courses via Announcements and emails.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

Professor Wrathall organized our most recent advisory meeting was held via ZOOM on April 28, 2021 from 3:30 to 5:00 PM. Although there was a good level of participation from faculty and some trusted and regularly attending industry advisory members, discussion centered around having these meetings held each semester instead of just once a year, and we look forward to working in a face to face environment with our members once the pandemic subsides. Another goal that was shared was to create more alliance directly between the classroom and industry advisors, to create more local internships for our students, to have guest speakers come on a much more regular basis to the classroom. and to have the Business Department and Palomar recognize this engagement by our industry partners with events and plaques that recognize these efforts.

What are the San Diego County/Imperial County Job Openings?

Based on EDD date for San Diego County/Imperial County, annual Job Openings are:

71,190 for 050500 (Business Administration) and 050100 (Business and Commerce, General)

13,300 for 050640 (Managers, all other)

69,070 for 050900 (Marketing and Distribution)

Short-Term (2020 to 2022) Short term ALL job openings in Business:

Total, All Occupations 16,710,800 (2020) 18,589,800 (2022) 11.2% (change)

Long Term (2018 to 2028) Long Term ALL job openings in Business:

Total, All Occupations 1,595,300 (2018) 1,710,600 (2028) 7.2% (change)

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Search terms used: Business, Marketing, Supply Chain

Careers: Agents and Business Managers of Artists, Performers, and Athletes

Appraisers of Personal and Business Property

Business Intelligence Analysts

Business Operations Specialists

Logistics Analysts

Online Merchants

Sales Engineers

Sales Representatives of Services

Marketing Managers

Project Management

Sales Representatives

Management Analysts

Market Research Analysts and Marketing Specialists

Search Marketing Strategists

Supply Chain Managers

New or emerging careers include logistics analyst, supply chain managers, project managers and online merchants, and search marketing strategists. We have written grants and secured grant money to fund student certification testing so that it is free; added new curriculum; added industry certifications to our testing center in MD335; and hired new faculty to shepherd these trends. We continue to hone our various degrees and certificates (ex: Business General, E-Marketing, Project Management) to ensure they include the most up-to-date courses.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Across all 45+ BUS courses:

Associated knowledge, skills, abilities include:

General business and business management

Computer literacy skills, keyboarding skills, specifically Excel and other database, logistics software.

Soft skills and abilities such as teamwork, and oral and written communication are embedded into curriculum.

Computational and logic skills

Analytical skills

Creative thinking

How does your program help students build these KSA's?

By integrating these knowledge concepts, and application of the knowledge learned into each of our courses so that students build a skill set. Most of our business courses use and develop many of the skill sets and knowledge mentioned above.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

How do you engage with the community to keep them apprised of opportunities in your program?

We have a robust advisory meeting each year with over 30+ members from the community and other educational institutions. We work with various businesses and entrepreneurs in the community who provide project-based learning, internship, part-time, or full-time employment opportunities for our students.

The department promotes its programs independently, typically without the support of the college, but when appropriate will ask for college level Facebook advertising. We are fortunate to have a full-time hourly ISA III and a Chair and a full-time faculty member who are all proficient in both Facebook and Instagram and email advertising. The chair has instituted requesting the list of all Business students on a yearly basis, so that we can email the 1,500+ business students regarding new classes, low enrolled classes and various events such as our Business social, new programs and opportunities such as our partnership with Redlands College and more.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's Strategic Plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Extend the "Business Club" to be inclusive of all disciplines: Accounting, Business, Real Estate and Legal Studies

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The conversation occurred at a spring 2021 department meeting. Club advisors have been selected. Topics were discussed for meetings for the 2021-22 academic year. No meetings have yet been held. The goal is to have three to four club meetings a semester, and to involve many more Business Department students.

Outcome(s) expected (qualitative/quantitative)

Outcomes:

Increased attendance and participation by students, increased, learning.

Increased initiatives and leadership by faculty.

Peer and industry connections and network building.

Four meetings a semester.

Various guest speakers from outside of Palomar each meeting.

Cross-disciplinary learning.

Internship and work based learning opportunities.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with our department mission statement. This mission statement includes that we "prepare students for success in business and business-related studies, so that they may transfer to a 4-year college in business and business related degrees, as well as pursue vocational business and business related education for career placement and advancement."

A business club fosters networking, innovative thinking, and learning from shared experiences in business successes and failures. This club contributes to preparing students for success in business.

Expected Goal Completion Date

12/16/2021

Goal 2

Goal Status

Ongoing

Brief Description

New Industry Certifications in Entrepreneurship, Business Communications and Medical Billing and Coding

Is this a new or existing goal?

Existing

How will you complete this goal?

Faculty will take the exams themselves to receive the various certifications.

Certifications will be advertised to students.

Lourdes Runk will work with faculty (Reza Wrathall, Jackie Martin, and Joe Moore), and certification sites to implement these exams.

Lourdes, and pertinent faculty will work together to create advertising for the certifications.

Lourdes will track the student certifications.

Outcome(s) expected (qualitative/quantitative)

Students will take the exams.

Courses will be aligned with exams where appropriate.

These certification results will augment the student's resume and make them more competitive in the job market.

The Business Department and Palomar will advertise the new certifications to bring in the community and to help students become more prepared for and more competitive in the job market.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with our department mission statement and Guided Pathways.

Our mission statement includes that we "prepare students for success in business and business-related studies, so that they may transfer to a 4-year college in business and business related degrees, as well as pursue vocational business and business related education for career placement and advancement." Industry Certifications can help students prove competency to help with career placement and advancement.

Guided Pathways include four pillars, of which the final one is "Ensure Learning". Industry Certifications are an excellent tool that demonstrates learning has occurred.

Expected Goal Completion Date

3/25/2022

Goal 3**Brief Description**

Review other programs, such as Social Media and E-Marketing, that could be re-aligned into stackable certificates/degrees

Is this a new or existing goal?

New

How will you complete this goal?

Use Business General degree with emphasis areas as a model

Review current social media certificate, E-Marketing degree, and any other certificates/degrees that could follow this model

Outcome(s) expected (qualitative/quantitative)

More completions (for example, make it easier for students to complete BOTH the Social Media cert and E-Marketing degree

More cross-departmental communication

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with Guided Pathways. By creating stackable certificates, we can help students more strategically clarify, enter, and stay on a path.

Expected Goal Completion Date

8/21/2023

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

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