



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Arts, Media and Business Administration

Department Name

Business Administration

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Business Education (BUS)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Mary Cassoni

Department Chair email

mcassoni@palomar.edu

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

Mary Cassoni, Professor and Department Chair
Reza Wrathall, Assistant Professor
Brian Roppe, Assistant Professor
Benjamin Mudgett, Articulation Officer and Adjunct Faculty

Website address for your discipline

<https://www.palomar.edu/business/>

Discipline Mission statement

The mission of the Business Administration Department 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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The mission of the Business Administration Department aligns and contributes to the College's Vision and Mission in the following ways:

1) College Vision: Transforming lives for a better future.

Business Administration prepares students for success in business and helps students advance in their education and careers through various degree and certificate programs. This helps transform their lives for a better future.

2) College Mission: Palomar College respects each of our students' experiences and supports them to achieve academic success.

Business Administration offers various programs that respect and support students. These include classes taught in various formats (live, distance, hyflex), credit for prior learning opportunities, a pathway to a 4-year degree with our Redlands partnership, on-site and ZOOM-based tutoring in our own dedicated lab space, and certifications for various business skillsets.

3) College Mission: As a community college, we encourage our students to embrace the best version of themselves

and prepare them to engage with our local and global communities.

Business Administration allows students to flourish and engage with our communities. We have a solid Advisory board, offer social events, a business club, and internship and cooperative education opportunities.

Link: [Vision, Mission, and Values](#)

[\(Click here for information on how to create a mission statement.\)](#)

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

☐ Yes ☐ No

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

☐ Yes ☐ No

List all degrees and certificates offered within this discipline.

Administrative Assistant (AS, CA)
Business Administration (AS-T) 2.0 and 1.0 (to be deactivated Fall 2023)
E-Marketing (A.S. or C A)
General Business (A.S) with four areas of emphasis
Advertising and Marketing (CA)
Business Management (CA)
Small Business Entrepreneurship (CA)
International Business/Supply Chain Management (CA)
Medical Office Specialist (CA)
Social Media (CA)

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

4

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

2.87 for Fall 21

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

7.07 for Fall 21

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Meei-Chun Gau, 12 months, 50% ADA

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

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

The program learning outcomes for programs in Business Administration communicate the scope and depth of the degree/certificates offered.

The AS-T Degree in Business Administration is Palomar's most popular degree and effectively prepares students for transfer. This degree was updated to a 2.0 version for Fall 2022 and is aligned with Chancellor's Office guidelines. This degree has 6 program learning outcomes. Each effectively addresses the key courses and skills in the program of Accounting, Business Law, Business Communication, Quantitative Analysis, and General Business Knowledge.

The new International Business Certificate is work in progress. A new faculty member, hired to oversee this program as well as Supply Chain and Logistics, has updated its program learning outcomes with the model used for the AS-T Degree 2.0 in Business Administration.

How do they align with employer and transfer expectations?

The program learning outcomes for programs in Business Administration align with employer and transfer expectations. The AS-T Degree 2.0 in Business Administration effectively prepares students for transfer.

The General Business degree (non-transfer) has been redesigned to be aligned with student needs and employer expectations, via the statewide faculty advising groups. These major changes included creating one degree with four emphasis areas. Changes were implemented by the Business Administration Department and overseen by our Articulation Officer. The new degree has become active Fall 2022.

The new International Business Certificate (one of the four emphasis areas) is still a work in progress but significant improvement has been made in its Program Learning Outcomes and their alignment with employer expectations.

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

Business Administration has been incorporating more rigor into its assessment of program learning outcomes. Last year, a faculty member was assigned as SLO coordinator to help improve our processes. In addition, starting in Fall 22, SLOs and PLOs are an agenda item at every department meeting to help maintain focus.

Summarize the major findings of your program outcomes assessments.

The major findings for Business Administration include a constant re-tweaking and assessing of PLOs. This has become more apparent as we update and review curriculum (e.g. International Business Certificate, Bookkeeping certificate, and Social Media certificate). Our department has discovered that some of our PLOs are not as robust in the critical thinking assessments, which has caused us to rethink our approach. Interestingly, many members of the Business Administration Department found the data dashboards created for the PRP to be MUCH more useful in improving our teaching, learning, and curriculum than Learning Outcomes data.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess.

[Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Courses and course outcomes in Business Administration support all the GE/ILOs. Regarding specific GE/ILOs:

1. Communication (written, oral, and visual) - All business courses require written and oral communication through papers, class presentations, discussion boards, and short answers on exams. Several courses also require visual communication through creative exercises such as developing advertising or marketing campaigns.
2. Computation (quantitative literacy and inquiry/analysis) - Accounting, Business Math, and Quantitative Business Analysis courses all require computational analysis.
3. Creative, Critical, and Analytical Thinking (critical thinking, information literacy, teamwork and problem solving) - All business courses require creative, critical, and analytical thinking. Many courses include problem solving and information literacy assignments that are done individually or in a team-based environment. Some examples included Entrepreneurship, Marketing, Social Media, Introduction to Business, and Introduction to Management.
4. Community, Multicultural/Global Consciousness & Responsibility (Intercultural knowledge, ethical reasoning, civic knowledge and engagement) - Almost all business courses include intercultural knowledge, ethical reasoning, and civic knowledge and engagement. For example, Introduction to Business and Introduction to International Business introduce the concepts of global markets, global businesses, and cultural differences in customers and employees. And Legal Environment of Business covers the concepts of ethical reasoning and civic knowledge and engagement.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs/education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

The major findings from our course outcomes assessments that are related to GE/ILOs include the following:

1. Communication (written, oral, and visual) - BUS 205 Business Communication maps well to this GE/ILO. The major finding here is that 90% of students are able to apply industry level communication principles and practices in current business documents and written and oral reports.
2. Computation (quantitative literacy and inquiry/analysis) - BUS 204 Quantitative Business Analysis maps well to this GE/ILO. The major finding here is that 70% of students demonstrate that they can use appropriate descriptive statistics techniques in Excel to analyze business data to reach an appropriate conclusion or decision for a business problem.
3. Creative, Critical, and Analytical Thinking (critical thinking, information literacy, teamwork and problem solving) - BUS 100 Introduction to Business maps well to this GE/ILO. The major finding here is that 78% of students were able to analyze a business situation and recommend appropriate actions. This was assessed through team-based case studies.
4. Community, Multicultural/Global Consciousness & Responsibility (Intercultural knowledge, ethical reasoning, civic knowledge and engagement) - BUS 117 Legal Environment of Business maps well to this GE/ILO. The major finding here is that 75% of students demonstrate that they have developed the ability to reason from a legal perspective and apply the law to factual scenarios.

The Business Administration Department has many courses covering a wide range. These ones were specifically chosen to demonstrate major findings as they represent the highest enrollment and are key courses in the Business Administration AS-T 2.0 degree.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Here are our our AA/AS Totals:			2015-16	2016-17	2017-18	2018-19
2019-20	2020-21					
195			111	120	200	195
					203	
Here are our Certificate Totals:			22	24	30	17
Here is our Grand Total:					24	23
227	218		133		144	230
					212	
Here is how they breakdown:						
2018-19	2019-20	2020-21	2015-16	2016-17	2017-18	
Associate in Arts Degree						
Business: General						
1						
Associate in Arts Degree for Transfer						
Law/Public Policy/Society AA-T						
1	1					
Associate in Science Degree						
Administrative Assistant AS						
				3	1	
Advertising/Marketing/Merch AS						
4	2		1	4	7	2
Business Administration						
			4	1		
Business Management AS						
5			8	7	5	4
						5
Business: General						
	12	2	6	7	6	8
E-Marketing AS						
	2	5	1			2
General Business AS						
1	4					
Medical Office Specialist AS						
3	8		5	4	9	1
Associate in Science Degree for Transfer						
Business Administration AS-T						
175	167		86	94	172	178
Certificate of Achievement						
Administrative Assistant CA						
	1			3	2	
Advertising/Marketing/Merch CA						
			4	4	8	2

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

Business Administration chose this standard as it is consistent with the College's institutional standard.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☒ Stayed the same ☐ Decreased

Was this expected? Please explain.

Yes, this is expected. Business Administration manages its rosters, communicates with students, and uses all available resources (Tutoring, DRC, ZOOM and live office hours) to drive course success rates.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

Business Administration decided on this goal using the courses BUS 117 and BUS 205 as a benchmark. These courses each have significant enrollment (~300 and 225, respectively), so the data is consistently reliable. Each includes transfer-level rigor, and each averages ~75% success rate over 5 years.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Retention rates over the last 5 years show an increasing trend, hitting a high of 91% in Fall 2019. Retention rates fell to 86% in Fall 2020 but increased again in Fall 2021 to 90% (the college standard)

Are there differences in success or retention rates in the following groups? (choose all that apply)

- ☒ When or where (time of day, term, location) ☐ Gender
☒ Age ☐ Ethnicity
☐ Special Pop. (Veteran, foster youth, etc.)

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

When or Where: Evening (79%), Distance (68%), Day (47%) and FT or PT status: Part time (63%) vs Full Time (72%)

Why: Evening students tend to be older working adults with a better focus. Day students tend to be younger and somewhat uncommitted.

What do we need to close the gap: More focused counseling to help students decide what is right for them. It appears as if many students are shown a transfer pattern "formula" when in fact -- it might not be the best choice for them.

Time of day, term, location

Age: Why do you think age differences exist? What do you need to help close the gap?

Age: The 25 to 49 age groups has the highest (75%) success rate. The next is 50 and over (68%).

Why: We believe it's the same reason as above; these students are older, more focused, and more serious.

What do we need to close the gap: Help students focus. The Pathways Mapper is actually an excellent tool. More students should be shown alternatives to the formulaic transfer pattern.

Are there differences in success/retention between on-campus and online courses?

☒ Yes ☐ No ☐ N/A

Please share any best practice methods you use for online courses.

Business Administration has started focusing more on the CVC Course Design Rubric. In addition, monthly department meetings now include a focus on sharing a successful teaching or process idea. In September, Lakshmi Paranthaman shared how to embed quizzes into videos using Canvas. In October, Jo Moore (a part-timer) shared how she uses E-portfolios on Canvas to help students prepare for careers.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

The Business Administration Department has many courses covering a wide range. These ones were specifically chosen to demonstrate major findings as they represent the highest enrollment and are key courses in the Business Administration AS-T 2.0 degree. A sampling of students from 2-3 sections were chosen (not all sections offered)

1. BUS 205 Business Communication: The major finding here is that 90% of students are able to apply industry-level communication principles and practices in current business documents and written and oral reports.
2. BUS 204 Quantitative Business Analysis: The major finding here is that 70% of students demonstrate that they can use appropriate descriptive statistics techniques in Excel to analyze business data to reach an appropriate conclusion or decision for a business problem.
3. BUS 100 Introduction to Business: The major finding here is that 78% of students were able to analyze a business situation and recommend appropriate actions. This was assessed through team-based case studies.
4. BUS 117 Legal Environment of Business: The major finding here is that 75% of students demonstrate that they have developed the ability to reason from a legal perspective and apply the law to factual scenarios.

Course level SLOs can be accessed through [Nuventive Improve](#)

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

Business Administration still has questions about SLOs, PLOs and a process to ensure accurate measurement and reporting. More details on this is outlined in our Goals section of this PRP.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

A key finding from PRP data (combined with some SLO data) was discovered in BUS 150 Advertising. Since the course went exclusively online, it was discovered that students need more support to complete the Final Project. This support can be via partners, more one-one-one time with faculty, or simply extending due dates on previous assignments that lead up to the Final Project. In addition, LMI data and PRP data indicated a need to instill more "soft" skills into the Business curriculum. Some of these are unexpected soft skills, such as psychology and geography. Business Administration had a good discussion on this at its October Department meeting. You can listen to this good discussion starting at minute 29 in this ZOOM recording of our meeting:

https://palomar-edu.zoom.us/rec/play/P-8Jkpau3gXCGsQJ8VUE8PylJ28wtCSNaA7qvY22-h_K1BKTC1luRJu-7nubbwhC9mqNS6XcRFqBotUW.ngDPEGHnSpPDMO6x?startTime=1665009416000&_x_zm_rtaid=nvbWwbzeSs2liZSKY7noZw.1665613428609.0edc05525e0efa5af42511f10f4bbe0c&_x_zm_rhtaid=386

Passcode: 9@DuouNr

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

☐ Yes ☒ No

If you answered no, please explain.

Almost all actively taught courses have been assessed in the last three years with few exceptions. Some courses in the International Business Certificate, such as Introduction to International Business and Import/Export, have not been actively assessed. However, with a new full-time faculty member overseeing these courses, they will be assessed more regularly.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

The Business Administration Department offers courses live (day and evening), live web, online, HyFlex and Saturday (Non-credit) in 4-week, 8-week, 12-week and traditional 16-week semesters. In Fall 2022, we welcomed the University of Redlands to our campus to offer Bachelor's level business classes live in the evening. We are strategically offering Accounting 201 and 202 in this same format and time frame to support the cohort. [Mary - use student equity plan 2019-2022]

How do you work with other departments that require your course(s) for program completion?

Business Administration works closely with Graphics, Communications, Performing Arts, and Computer Science. Each of these departments either require our courses for completion or we require theirs.

The following is an example of an e-mail from Steve Perry (Computer Science), dated 9/20/22 that demonstrates our collegiality: "Hi Mary, Hope your semester is going well :-)

I am taking a look at the Web Design and Development degree on our Web site to make sure it's accurate, especially about when the classes are offered. This degree has two business courses listed BUS 152 and BUS 155. Could you give this a quick look and let me know if the BUS classes are correct?"

Regarding the AS-T 2.0, Business Administration could work on similar collegial communications with Economics and Math.

Does your discipline offer cross-listed courses?

☐ Yes ☒ No

Are there curriculum concerns that need to be resolved in your department? What are they?

Yes. 1) Ensuring communication with students about the soon to be deactivated Business Administration 1.0 degree, 2) Changing N BMGT courses to Pass/No Pass/Satisfactory and 3) Ensuring all PLOs are accurate

Are there courses that should be added or removed from your program - please explain?

There are courses that need to be added/removed from the Social Media Certificate: remove GCMW 120 (Designing for the Social Web) and replace with DBA 105 (Multimedia Storytelling)

How is the potential need for program/course deactivation addressed by the department?

Program and course deactivation is usually discussed at Department meetings and agreed upon by all department members. Currently, the department is considering deactivating BUS 190 - Internet for Business as it has not been taught in several semesters and its content is outdated.

Are there areas you would like to expand?

The following are areas where Business Administration would like to expand:

- 1) Project Management: Possibly create a credit certificate using the non-credit courses and program as a guide
- 2) BUS 197: Utilize the Business Topics course shell for new course ideas, such as The Business of Non-Profit and The Business of Vice
- 3) Internships and Cooperative work experience: Integrate more opportunities into every program.

Describe any data and/or information that you have considered as part of the evaluation of your

program.

The Business Administration Department usually considers the following data/information: Industry trends, recommendations from new faculty, knowledge from competitive analysis of other community and 4-year colleges, 4-year institution guidance, and state and federal regulations.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☐ Yes ☐ No

What needs to be corrected in the mapper?

The Business Management C of A does not show in the mapper. It does show in the catalog. It is a 12-unit certificate that was part of our redesigned curriculum. The E-Marketing C of A does not show in the mapper. It shows as an AS degree (which is true), but it is also available as a Certificate.

Is the content in the catalog accurate?

☐ Yes ☐ No

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☐ Yes ☐ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

Business Administration has always supported CALM, OER resources and ZTC (Zero Textbook Costs). Many faculty have participated in Professional Development to to de-colonize their syllabi. Starting in October, Department Meetings will include group discussions regarding embedding diversity related issues or content in the curriculum.

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

CAREER AND LABOR MARKET DATA

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.

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

Careers include:

Appraisers

Business Analysts

Business Operations Specialists

Claims Adjusters, Examiners, and Investigators

Front-Line and Customer Service Managers

Logistics Analysts

Management Analysts

Marketing Managers

Market Research Analysts

Marketing Specialists and Strategists

Online Merchants

Project Management

Sales Engineers

Sales Representatives

Supply Chain Managers

Technologists and Technicians

Wholesale and Retail Buyers and Sellers

New or emerging careers include logistics analyst, supply chain managers, and project managers. In fact, according to one recent report, project management jobs are expected to increase by 33% from 2017 to 2027. (See <https://redskybluewater.com/2022/05/05/the-how-and-why-of-becoming-a-project-manager/#:~:text=A%20PMI-commissioned%20study%20by,to%20fill%20project%20management%20positions>). There is also strong demand for front-line and customer service managers and wholesale and retail buyers and sellers, which necessarily leverage online platforms.

Based on the foregoing, the Business Department may consider more emphasis and for-credit courses in the fields of sales, procurement, and project management.

Link: <https://www.onetonline.org/>

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

The top KSAs for the occupations listed are as follows:

1. KNOWLEDGE

- Administration and Management
- Communications & Media
- Computer and Electronics
- Law and Government
- Personnel and Human Resources
- Production and Processing
- Sales & Marketing

Interestingly, also the following KNOWLEDGE for the increasingly more specialized positions in demand:

- Therapy and Counseling
- Psychology
- Design
- Education and Training
- English Language
- Geography

2. SKILLS

- Mathematics
- Active Listening
- Social Perceptiveness
- Critical Thinking
- Reading Comprehension
- Writing
- Operation and Control
- Programming
- Science
- Negotiation
- Speaking

3. ABILITIES

- Mathematical Reasoning
- Problem Sensitivity
- Oral Comprehension
- Oral Expression
- Written Comprehension
- Response Orientation
- Inductive Reasoning
- Speech clarity

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

As checked and updated through periodic course observations and evaluations, our programs generally strive to integrate the above-referenced KSAs by: (1) building familiarity with rules-based, procedural, and other factual information including descriptions; (2) promoting students' acquired ability and competency to perform tasks on time to achieve pre-determined results through the use of cognitive, written, multimedia, and integrated team processes that can be measured through observation or testing and are quantifiable; and (3) promoting students' capacity to build, apply, then self-assess, improve, and adapt skill sets.

Most of our business courses use and develop many of the knowledge and skill sets listed above. For example, soft skills and ability to exercise analytical and creative thinking skills through teamwork and written and verbal communication are embedded into curriculum. Computer literacy skills, such as keyboarding skills, and Excel database, and other software skills are also embedded in curriculum.

Interestingly, however, the above listed KSAs highlight further areas that need to be addressed or re-emphasized, specifically:

1. Important KNOWLEDGE areas of Negotiation, Psychology, and Therapy & Counseling, which cut across such diverse areas as Front-Line & Customer Service Managers and Technologists & Technicians. These soft skills are no longer the domain of just one Department or discipline area. Rather, there is an imperative to integrate these soft skills in order to build Business students' interpersonal tool kits.
2. Important KNOWLEDGE areas of Design and Education & Training, which suggest a growing premium on students' further ability to synthesize, innovate, present, lead, and assert themselves in manners that intersect with project design, multimedia and/or transmedia presentation, and instructional design skills. While programs focused on instructional design are the province of and better reserved for graduate level coursework, there are elements that should be incorporated into existing programs to give students a head start.
3. Important KNOWLEDGE area of Geography. An informal poll of FT Business instructors affirms that students are not adequately current or competent in commercial geography, and therefore can improve KSAs associated with the geographical flow of goods and services and interconnectedness of business channels. This is imperative for emerging careers in logistics, supply chain, project management, procurement and sales at wholesale and retail levels.
4. Important SKILLS of Active Listening, Social Perceptiveness, Critical Thinking, Reading Comprehension, Writing and Speaking, and all concomitant ABILITIES listed above. While concerted effort is being made through course observations and updates to burnish content and delivery, and through more finely tuned SLOs to assess students' development of comprehension and communication skills and abilities, we need to double-down across all 45+ Business course offerings.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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%).

Entrepreneurship, supply chain, transportation and logistics, 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?

1. Industry certifications, to provide expedited and demonstrable means of workforce preparedness.
2. Incorporation of capstone projects and guest speakers from industry, as well as opportunities to working with local industry partners.
3. Participation in Credit for Prior Learning, which recognizes many Business classes for college credit.
4. Wide circulation via emails and Canvas course announcements of job and career enhancing opportunities forwarded by the Career Center.
5. Continued offering of BUS 173, a one-unit, online job search course.

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

Our most recent advisory meeting was held via ZOOM on May 18, 2022, from 3:30 to 5:00pm. Although there was a good level of participation from faculty and a few trusted industry advisory members, discussion again centered on creating and promoting more venue opportunities with industry, including for purposes of next year's, hopefully face-to-face advisory meeting.

Specific interest areas relevant to the programs listed above included:

- Adapting to a shifting social media and marketing landscape, in which students are increasingly engaging from areas of web development, entrepreneurship, photography and art.
- Development of a Volunteer Income Tax Assistance (VITA) program at Palomar, and the possibility to connect with "Dreams for Change," a program that provides tax preparation training.
- Again (re-capturing the discussion of KSAs above), the importance of developing soft skills, which collectively represent a key differentiator for local employers surveyed, and the further relevance of BUS 205 (Business Communication) and BUS 173 (Job Search Techniques) in this regard.
- The growing demand for Project Management training and credentials.
- Soliciting guest speakers for entrepreneurship and BMGT courses to provide points of reference for students.
- Development and increasing role of Hyflex courses, in which instructor provides both in person and live web options.
- Ways to incentivize and enliven on-campus engagement.
- Opportunities to collaborate with adult schools and offer classes at offsite centers throughout the Palomar College District.

The re-launch of the Club of Business, Accounting, Law and Technology ("COBALT") in Fall 2022 was also offered and discussed as an opportunity to:

- Integrate guest presentations on new technology (e.g., AI, Blockchain, and Metaverse).
- Integrate cooperative education, perhaps through multi-disciplinary, inter-program consulting projects for local business owners.
- Integrate with Computer Science Department (i.e., the "T" – for "Technology" – in COBALT).
- Enliven on-campus engagement.
- Provide a platform to build social media and marketing skills, in promotion of COBALT events.
- Pursue individual and corporate sponsorships.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

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

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

13,300 for Managers, all other (050640)

69,070 for Marketing and Distribution (050900)

Short-Term (2020 to 2022) job openings in Business (i.e., Total, All Occupations): 16,710,800 (2020) to 18,589,800 (2022), representing an 11.2% change.

Long-Term (2018 to 2028) job openings in Business (i.e., Total, All Occupations): 1,595,300 (2018) to 1,710,600 (2028), representing a 7.2% change.

Include short-term # of projected job openings and long-term # of projected job openings

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 ☐ No

What have you done to integrate work-based learning?

Across the discipline of Business, students perform primary and secondary research, solve complex business problems, and report on the outcomes of their research via written, verbal, and other multimedia and transmedia presentations.

We are planning for COBALT to provide another backbone for promoting and integrating work-based learning.

Also, our growing programs in Entrepreneurship, Project Management, Logistics and Supply Chain incorporate guest speakers from various industry sectors on a regular basis.

Also, 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). See, e.g., BUS 173, Job Search, and BUS 205, Business Communications.

Also, in our Medical Office Specialist program, students are required to take a CE150 class (internship) in the medical office field in order to graduate.

Further, yet another element that connects students to industry advisors and business networks 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 a year in free industry certification fees. The exams that students take most frequently relate to QuickBooks (which leads to the QB Intuit certification), Supply Chain Management (which leads to the SCPro Fundamentals certification), PMI Project Management Ready (which we are hoping will lead to PMP and CAPM certifications), and MS Office exams in Word and Excel. We also now offer and are promoting certificates in Entrepreneurship. All of these industry certificates increase a students' chances of securing a job and advancing their careers and earnings potential.

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

Entrepreneurship:

Students work collaboratively and individually, in person and asynchronously across multiple platforms, and leverage their own social networks to launch and/or improve their own business within the framework of several programs, including the three-course "Gig-Economy" certificate program. Insofar as these opportunities stress interpersonal skills, they also tie into most of the important KNOWLEDGE areas outlined above, including in the emerging area of Psychology.

Logistics and Supply Chain:

Classes and certifications combine 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. Insofar as these opportunities provide resume-building bona fides, they tie into and demonstrate the important SKILLS of both Critical Thinking and Operation and Control.

Marketing and Advertising:

Students learn how to solve real-world marketing and advertising problems with a local business. Insofar as students design and present their own advertising and/or marketing projects, they are also building on and applying the important KNOWLEDGE areas of Design and Education & Training.

Software classes:

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

Medical Office skills and certifications:

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

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

We have an advisory meeting each year and 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. We plan to leverage COBALT to electrify this effort.

The department also promotes its programs independently, typically without the support of the college, but when appropriate

will ask for college level Facebook advertising. We continue to have a full-time hourly ISA III and Chair who are both proficient in both Facebook and Instagram and email advertising.

Also, the Chair continues to request the list of all Business students on a yearly basis so that we can email all 1,500+ Business

students regarding new classes, low enrolled classes, our partnership with Redlands College, and various events such as our Business social and COBALT events.

For example: regular meetings with community partners, connections with local High Schools, dual

enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The Business Club is up and functioning, and now an official club on campus. It's been named CoBALT (Club of Business, Accounting, Law, and Technology). Officers have been elected and the club has had its first 2 meetings, with the aim of providing a forum for both students and community members to share and promote career-enhancing opportunities, and for students to hone KSAs related to the fields of Business, Accounting, Law, and Technology. Business Administration has also ordered CoBALT t-shirts as part of COBALT's initial promotion.

Goal 2

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Business Administration has invested in a certification for Entrepreneurship and Small Business, which needs to be better promoted (Reza Wrathall is leading). We are still working on certifications in Business Communications (Jackie Martin is leading) and Medical Billing and Coding (Jo Moore and Cyndi McNeal are leading).

Goal 3

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The Social Media Certificate was reviewed and updated to facilitate completions. When complete, a student will need only a few additional classes to complete the E-Marketing certificate. The Advertising and Marketing certificate was re-designed into a stackable 12-unit certificate. When complete, a student will need only a few additional classes to complete the E-Marketing certificate.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

Business Administration supports the following VfS goals and outcomes: 1. Completion - Degrees and certificates have been re-designed and updated to facilitate completions. 2. Transfer - Business Administration houses Palomar's largest transfer degree, the AS-T in Business Administration. This certificate continues to follow Chancellor's Office Guidelines and was updated to the suggested 2.0 version in Fall 2022. 3) Unit accumulation - Business Administration has streamlined its degrees and reduced high-unit duplicate degrees into smaller, more focused certificates that are stackable into degrees. 4. Workforce - Business Administration continues to add classes, programs, and certifications to prepare students for the workforce. Examples include the Entrepreneurship, Supply Chain/Logistics, and the Project Management certifications.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

There have been no changes to the goals, but Goal #1 has grown. As CoBALT grows, Business Administration plans to invite guest speakers, community members, and business leaders to help further define the club.

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Investigate and offer at least one BUS 197 Topics in Business course by next PRP cycle.

How will you complete this goal? Include Strategies and Timeline for Implementation.

Share the idea with faculty at Department meetings in 2022 and 2023

Enlist 2 faculty members (Reza Wrathall and/or Brian Roppe) to pilot their ideas for Spring 23 and Fall 23

Share what was learned and implement new ideas

Outcome(s) expected (qualitative/quantitative)

Quantitative outcome - at least 10 students will register for a BUS 197 topics class

Qualitative outcome - both students and faculty will learn a new skill or topic that could drive development of future curriculum

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

This goal aligns with the mission of the Business Administration Department to prepare students for success in business, to pursue business as a vocation, and/or for career placement and advancement.

Expected Goal Completion Date

4/1/2024

Goal 2

Brief Description

Investigate methods to instill more diversity, equity, inclusion, access, soft skills, and multi-cultural/ethnic studies into the Business curriculum

How will you complete this goal? Include Strategies and Timeline for Implementation.

Share the idea with faculty at Department meetings in 2022 and 2023

Invite members from the DEI committee to share ideas on implementing diversity, equity, access, and inclusion into the curriculum

Enlist each faculty to identify a class or program in which equity and/or access could be improved

Share what was learned and implement new ideas

Outcome(s) expected (qualitative/quantitative)

Quantitative - each faculty member will add an equity or access improvement to at least one class

Qualitative - all faculty members will become more aware of access and equity gaps

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

This aligns with Vsf Goal 5 from the Palomar College Strategic Plan - Equity. However, it also follows naturally from what this PRP team discovered in the LMI data regarding the need for more soft skills for business graduates/future employees.

Expected Goal Completion Date

12/31/2024

Goal 3

Brief Description

Investigate a For Credit Project Management certificate or degree program

How will you complete this goal? Include Strategies and Timeline for Implementation.

Share the idea with faculty at Department meetings in 2022 and 2023
Enlist Brian Roppe to learn about Palomar's curriculum process and state requirements for new certificates/degrees
Invite articulation officer to share ideas for creating a pathway for this certificate/degree
Discuss and implement if it makes sense

Outcome(s) expected (qualitative/quantitative)

Quantitative - launch 1 new for credit certificate in Project Management
Qualitative - allow our new faculty member to learn about curriculum and program development

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

This aligns with Vsf Goal 4 from the Palomar College Strategic Plan - Workforce.

Expected Goal Completion Date

12/31/2024

Goal 4

Brief Description

Perform a comprehensive review of SLO and PLO content and process and identify improvements.

How will you complete this goal? Include Strategies and Timeline for Implementation.

Share the idea with faculty at Department meetings in 2022 and 2023
Enlist SLO coordinator (Leah Hoover) to identify departments that are successful in their SLO/PLO work
Learn from those departments
Develop and implement a strategy for better development and assessment of SLOs and PLOs
AND Improve course outcomes

Outcome(s) expected (qualitative/quantitative)

Quantitative - each faculty member will improve SLOs for at least 1 course and 1 program
Qualitative - faculty members will learn to enjoy SLO/PLO work and make it a part of their regular semester operations

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

This goal aligns with the Palomar College Strategic Plan goal #2 - TEACHING AND LEARNING:
Implement instructional strategies that strengthen teaching and learning across the college.

Expected Goal Completion Date

12/31/2024

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?

☐ Yes ☒ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☒ Yes ☐ No

Technology Request

Technology Request 1

What are you requesting?

Certification exams in Project Management, Entrepreneurship, Business Communication, Supply Chain/Logistics

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Business Administration

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

LMI data suggests jobs in areas where certifications are a key differentiator

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students

c. What are the expected outcomes or impacts of implementation?

Students will be able to take certification exams for job advancement or new careers

d. Timeline of implementation

Spring 2023 through Fall 2024

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

\$3,500

Do you already have a budget for this request?

Partial

What PRP plan goal/objective does this request align with?

Goal 2 in both previous and current PRP

What Strategic Plan 2022 Goal/Objective does this request align with?

- | | | | |
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Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for technology and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?

☒ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☒ Yes ☐ No

Requests

Item 1

What are you requesting?

Activity and event money

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Business administration currently asks faculty to fund events that include pizza, food, and other giveaways. Faculty personally funded the annual social event and the CoBALT business club events. We would like to have money in our budget to cover such expenses.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Faculty and students

c. What are the expected outcomes or impacts or implementation?

More attendance at events and faculty don't have to pay out of pocket

d. Timeline of implementation

Spring 23 through Spring 24

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional

equipment, support, maintenance, etc.).

\$2,000

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

Goal 1 from Prior PRP (Business Club) and Goal 2 from current PRP

What Strategic Plan 2022 Goal/Objective does this request align with?

- | | | | |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

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

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

mcassoni@palomar.edu