**Entry #:** 25 - Arts, Media and Business Administration    **Status:** Submitted    **Submitted:** 3/21/2024 11:23 AM

**DRAFT**

**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.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

# BASIC PROGRAM INFORMATION

**Division Name**

Arts, Media and Business Administration

**Department Name**

Business Administration

**Microsoft_List_ID**

**Discipline Name**

Business Education (BUS)

**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, Associate Professor
Brian Roppe, Assistant Professor

**Website address for your discipline**
https://www.palomar.edu/business/

**Discipline Mission statement**

Our mission is to prepare you for success in business and business-related studies, so that you may transfer to a 4-year college in business and business-related disciplines, as well as pursue vocational education for career placement and advancement.

(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) 2.0
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)

**BASIC PROGRAM NFORMATION:  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

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

3.73

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

4.85

**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.

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

None

# 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 to confirm that you have assessed each course SLO within the past three years.

*Link: Course Data*

## COURSE SUCCESS AND RETENTION

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

Increased

**Was this expected? Please explain.**

This is expected and in line with our department's efforts of improving our success rates. Business Administration manages its rosters, communicates with students, has improved its scheduling, and uses all available resources (Tutoring, DRC, ZOOM and live office hours) to drive course success rates. In addition, we have been closely monitoring the success rates of FT1, FT2, hybrid, evening, and synchronous ZOOM formats to ensure students are set up for success.

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

Stayed the same

**Was this expected? Please explain.**

Business Administration retention rates have been increasing since the low of 84% in Spring 2020. This is expected post pandemic with the increase in on-campus offerings and on-campus services.

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

When or where (time of day, term, location)	Ethnicity
Gender

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

Evening classes have the lowest success and retention rates. This is most likely due to the alternative (online), which is a suitable option for many students. It may be worthwhile investigating reducing evening sessions and offering an online or hybrid in its place. Full-time (vs. part time) has higher success and retention rates.

**Gender: What did you find and why do you think gender differences exist? How can you close the gap?**

What we found: Females tend to perform slightly lower compared to males (65% vs 71% for success rates and 83% vs 94% for retention rates). Why: We need further investigation as to whether this is a trend or just an anomaly in the data.

**Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?**

What we found: Hispanic students tend to perform lower compared to white students (85% vs 85% for success rates and 80% vs 92% for retention rates).
Why: This appears consistent across Palomar (based on conversations with faculty in other divisions) and could be systemic. Ideas to close the gap include further support, embedded tutoring and working with ESL on embedding language assistance.

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

Business Administration shares success stories, ideas, and metrics at Department Meetings in an effort to improve retention and success rates overall. Some faculty are looking at Lumen One course resources that include a embedded DEI support and translation of materials into Spanish.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

No

**If you answered no, please explain.**

These are courses that have not been assessed since August 2020:

BUS 110
BUS 130
BUS 180
BUS 185
BUS 187
BUS 136

These courses are generally taught by part time colleagues. Each needs to be assigned a full-time faculty to oversee it, update the SLO, and manage the tracking and reporting of SLO information. BUS 187 will be deactivated this year.

**Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**

📊 [Course SLO Report Last Result Date and Action Date for All Active Course Outcomes_BUS.xls](#)
36.5 KB      ⤓

# PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

## 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.

*Link: [Program Completions](#)*

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

Academic Year
2016-17 2017-18 2018-19 2019-20 2020-21 2021-22
AA/AS
Associate in Arts Degree
Business: General 1
Associate in Arts Degree for Transfer
Law/Public Policy/Society AA-T 1 1 2
Associate in Science Degree
Administrative Assistant AS 3 1 2
Advertising/Marketing/Merch AS 4 7 2 4 2 1
Business Administration 1
Business Management AS 7 5 4 5 5 2
Business: General 7 6 8 12 2
E-Marketing AS 2 2 5 6
General Business AS 1 4 7
International Business AS 2 1
Medical Office Specialist AS 4 9 1 3 8 10

Associate in Science Degree for Transfer
Business Administration AS-T 94 172 178 175 167 183
AA/AS Total 122 201 195 203 195 213
Certificate
Certificate of Achievement
Administrative Assistant CA 3 2 1 3
Advertising and Marketing CA 1
Advertising/Marketing/Merch CA 4 8 2 4 2 1
Business Information Worker CA 1
Business Management CA 10 6 5 7 3 3
E-Marketing CA 1 5 6 6 7
International Business CA 1 1
Medical Office Specialist CA 7 12 2 3 9 12
Retail Management CA 1
Social Media CA 2 1 1
Certificate of Proficiency
Create Your Bus in Gig Econ CP 1 2 1 2
Certificate Total 25 31 17 24 23 29
Grand Total 147 232 212 227 218 242

## PROGRAM LEARNING OUTCOMES

**Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?**

No

**If you answered no, please explain.**

Approximately half of the programs have been assessed and are within compliance. Of the other courses that are out of compliance, several will be deactivated and removed. All remaining active courses that are out of compliance will be assessed before the next PRP cycle.

**Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").**

[XLS] [2. Last Result, Action, and Follow-up Date for Each Active Course Outcome BUS.xls](#)
33.5 KB

[XLS] [2. Last Result, Action, and Follow-up Date for Each Active Course Outcome BMGT.xls](#)
25.5 KB

## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.**

Although the entire business department continues to grow in student headcount, the Business AS-T program is Palomar's most popular degree. Much of the success of that program and the overall department is achieved by providing relevant and rigorous curriculum. Additionally, the department offers a wide range of course formats (live, online, hybrid) and several day/time choices. Students report that they enjoy the variety of full-time and adjunct professors who bring a range of experiences and approaches to teaching. The department also leverages industry partnerships to help steer program outcomes to stay aligned with industry trends and needs. Two programs that are showing steady growth include E-Marketing and Medical Office Specialist. Each of these programs give students employable skills for high-paying jobs.

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

One challenge for the business department is the lengthy timeline for changing curriculum within the current system. Although it is understood that academia has a cadence not entirely within its control, there are qualifiable and quantifiable impacts on students who cannot access the most current business education. For example, if it is determined that a shift in curriculum is necessary to meet the needs of regional industry, it may take over two years to navigate the appropriate approval processes before relevant courses can be offered. In this day and age of rapid business growth, Palomar may be able to meet the needs of our students and may not be able to provide in-demand skills in a timely manner.

## 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?**

According to the California Employment Development Department (EDD), Labor Market Information (LMI) Division's Projections of Employment for 2018-2028, the most in-demand entry-level occupations for San Diego and Imperial Counties (as well as the San Diego – Carlsbad Metropolitan Statistical Area) include (in order of total projected job openings):
- Combined Food Preparation and Serving Workers;
- Cashiers; Personal Care Aides;
- Waiters and Waitresses; and
- Retail Salespersons.

This correlates with the findings of the San Diego-Imperial Center of Excellence for Labor Market Research (COE), which

determined based on NAICS codes, that the top sector with the greatest number of jobs in 2020 was Retail, Hospitality, and Tourism. See COE Sector Analysis, May 2022.

Nevertheless, based on informal surveys of our program enrollees and their introductions in our classes, many of our program enrollees already work and serve on the front lines of this sector and are seeking training and certifications to advance into higher yield careers.

Examples of such higher yield careers that are available for students who complete our programs include careers as:
- Appraisers
- Business Analysts
- Business Operations Specialists
- Claims Adjusters, Examiners, and Investigators
- Front-Line and Customer Service Managers
- Healthcare Assistants and Technicians
- Logistics Analysts Management Analysts
- Marketing Managers
- Market Research Analysts
- Marketing Specialists and Strategists
- Online Merchants
- Project Managers
- Sales Engineers
- Sales Representatives
- Supply Chain Managers
- Technologists and Technicians
- Wholesale and Retail Buyers and Sellers.

In particular, our new Project Management non-credit program is intended to respond to new or emerging careers as logistics analysts, supply logistics analysts, supply chain managers, and project managers. The Business Department may consider more emphasis and for-credit courses in the fields of sales, procurement, and project management.

We are also mindful of, and purposeful in response to, continued strong demand for front-line and customer service managers, which necessarily require the development of soft skills and online platform competencies to elevate our students from front-line hourly positions (e.g., waitresses, cashiers, retail clerks, etc.) to managerial roles.

Further reinforcing and informing our programmatic approach, the COE has established the following top sectors in San Diego and Imperial Counties (i.e., those featuring "higher yield" careers) through an empirical ranking that factors average earnings, job multipliers, number of establishments, location quotients, among other criteria, plus SWOT analyses:
- Health;
- Business and Entrepreneurship;
- Education and Human Development;
- Energy, Construction and Utilities;
- Information and Communication Technologies (ICT) and Digital Media; and
- Life Sciences and Biotechnology.
The COE also determined a stepped decrease in the relative priority of other sectors such as Retail, Hospitality, and Tourism; Public Safety and Government; Advanced Manufacturing; Advanced Transportation and Logistics; and Agriculture, Water, and Environmental Technologies. See COE Sector Analysis, May 2022.

Interestingly, while the COE's Sector Analysis of May 2022 and the LMI data currently available postdate the onset of, and significant recovery from, the COVID-19 pandemic, there is nary a mention in any report or data set of Artificial Intelligence ("AI") or how AI may disrupt or reorganize the top sectors identified above.

AI is possibly each of a Strength, Weakness, Opportunity, and Threat, although not by equal measures or by equal application to each sector. In short, AI is a wildcard, the impact of which we will need to iteratively assess with each PRP in the near future.

**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, the following KNOWLEDGE KSAs are also in demand for managerial positions:
- Therapy and Counseling
- Psychology
- Design
- Education and Training
- English Language
- Geography

2. SKILLS
- Active Listening
- Speaking
- Judgment and Decision Making
- Social Perceptiveness
- Critical Thinking
- Reading Comprehension
- Writing
- Mathematics
- 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 the

ability to exercise analytical and creative thinking skills through teamwork and written and verbal communication are embedded into curriculum. Computer literacy skills, such also keyboarding and Microsoft Excel skills, as well as other software skills are also embedded in curriculum.

Interestingly, however, the above listed KSAs highlight further areas that need to be addressed or reemphasized, 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 full-time faculty within the Business Department 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, Judgment and Decision Making, Social Perceptiveness, Critical Thinking, Reading Comprehension, Writing, and Speaking, as well as all concomitant ABILITIES listed above. In fact, according to the COE's analysis of unique online job postings between January 2022 and December 2022 in San Diego County, the most requested soft skills listed in online job postings were:
- Communications;
- Management;
- Customer Service;
- Operations;
- Leadership;
- Detail Oriented;
- Sales;
- Problem Solving;
- Writing;
- Planning; and
- Microsoft Excel
See COE Subregional Profiles for North, Central and South Regions, San Diego County (October 2023).

In short, while concerted effort is being made to burnish content and delivery through course observations and updates as well as more finely tuned SLOs, we need to double-down across all 45+ Business course offerings to assess and incorporate students' development of soft skills and abilities.

The importance of soft skills, especially written, verbal and nonverbal communication, further reinforces the confluence of need and opportunity to update the Administrative Assistant program to prepare students not just for entry-level demands, but also for promotion to increased levels of responsibility within an increasingly integrated and digital workplace, and hopefully greater satisfaction and compensation.

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 growth for occupations that our Business Administration programs target ranges from 7% to 16% based on COE and EDD Labor Market Data.

General business and management falls into the lower range (i.e., 7% to 9%), which is in line with the U.S. Bureau of Labor Statistics' national-level "compound annual rate of change" of between 2.4% to 3.3% for management-related and business support services industries.

Entrepreneurship, supply chain, transportation and logistics, and medical office fall into a higher three-year regional range of 12% to 16%.

Meanwhile, marketing, advertising, and social media fall into a three-year regional range of 8% to 10%.

Each of these regional 3-year projections exceeds (on an annualized basis) the 10-year projection by the COE of 14% job growth in San Diego County between 2022-2032, which is approximately the same 10-year projection at the California state level.

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

1. Continued assessment (including self-assessments) and development of soft skills and abilities, including resume building, interviewing, communication, and interpersonal skills.

2. Incorporation of in-class presentations, capstone projects and guest speakers from industry, as well as opportunities to work with local industry partners.

3. Industry certifications, to provide expedited and demonstrable means of workforce preparedness.

4. Participation in Credit for Prior Learning, which recognizes many Business classes for college credit.

5. Continued offering of BUS 173, a one-unit, online job search course.

6. Wide circulation via emails and Canvas course announcements of job and career enhancing opportunities forwarded by the Career Center.

7. Exploration and incorporation of AI in course development and delivery, as well as integration of AI in student decision-making strategies and deliverables.

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

Our most recent advisory meeting was held on campus on April 12, 2023, from 3pm to 5pm, in conference room LRC-438, with an agenda focused on the importance of soft skills.

The format of our advisory meeting was unique. The conference room was set up with square tables and four chairs per table facing each other. Each table was staged with a table number and writing materials (pens and notepads). Each one of our six invited industry partners (i.e., "guests"), representing different sectors and diverse in their own right, and their respective full-time faculty sponsor sat on one side of a table, while a pair of student participants rotated among the tables at intervals of approximately 8-10 minutes to engage with our guests.

Faculty sponsors at each table largely demurred to the discussion that ensued between their guests and rotating student participants, thereby allowing our guests to explore and evaluate the challenges, opportunities, pathways, and soft skills of the student participants. Our six 10-minute networking rounds were punctured by a 15-minute refreshment break to promote further reflection on soft skills development and sidebar discussions relating to the same.

After completing all six networking rounds, guests provided the following thoughts and recommendations, as well as follow-on reflection notes:
• The importance of setting realistic expectations and attitudes for entry-level positions. Entry level is the usual start of a successful

career, but many candidates today have unrealistic expectations regarding the benefits and privileges that should come with such positions.

• The importance of in-person communication and professional etiquette. One guest reported having dismissed candidates who lacked the social awareness to disengage from their mobile devices during interviews.

• The importance of looking someone in the eye and carrying on a real conversation. In this regard, the student participants at the advisory meeting were praised for being confident and willing to communicate, but the guest suggested exploring ways to encourage wider swaths of students to engage in a similar manner.

• The challenges of overcoming trepidation to communicate in person due to the lingering effects of learning and socializing exclusively online during the COVID pandemic. The guest recommended promoting more events that bring students and professionals together as a means of promoting communication.

• The importance and development of soft skills apart from communication skills, to include the following:

- listening skills;

- understanding your audience, to include understanding a company's culture & the interests and mindset of interviewers with whom candidates may meet;

- problem solving skills;

- organizational skills;

- time management skills; and

- engaging with passion and eagerness to learn and improve.

• The importance of the ability to learn.

• The importance of collaboration and leveraging diversity, perhaps through team-based projects.

• The importance of being able to adapt and having a flexible mindset, as technology only further accelerates the rate at which business opportunities and threats develop. One guest suggested that students learn to adapt to:

- Projects in which the parameters change;

- Assignments that take on certain twists; and

- Teams and team roles that change without prior notice.

• The importance of using problem solving toolsets.

• The possibility of incorporating more role playing as a means, most importantly, of learning to make decisions, as well as developing a growth mindset to be less averse to making such decisions; and

• The possibility of incorporating more capstone projects to cause students to work together and build confidence in technical writing and presentation skills.

In short, the advisory meeting of April 12, 2023, affirmed the discussion of KSAs above insofar as the importance of developing soft skills, which collectively represent a key differentiator for the local employers surveyed, and the further relevance of BUS 205 (Business Communication), BUS 173 (Job Search Techniques), and virtually every other Business course within our programs that amplifies soft skill development.

**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 (i.e., 2-year) job openings in Business (i.e., All Occupations) are projected to increase between 7% and 11%. Of course, as identified above, certain discrete areas such as entrepreneurship, supply chain, transportation and logistics, and medical office have a higher short-term regional range of 12% to 16%.

Long-Term (i.e.,10-year) job openings in Business (i.e., All Occupations) are projected to increase by at least 14%.

# PROGRAM GOALS

## Progress on Prior PRP Goals

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

Click here for previous PRPs with goal information.

## Prior PRP Goals

### Prior Year PRP Goal 1

**Brief Description**

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

**Goal Status**

Completed

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

Because of the importance of soft skills, as affirmed in KSAs, recent COE reports, and our last Advisory Meeting of April 12, 2023, we offered a pilot course on "Soft Skills Development" (BUS 197) in Fall 2023. A cohort of approximately 25 students reflected on, analyzed, and communicated in writing and through no fewer than three weekly in-class presentations and exercises such skills as: communication and time management fundamentals; employing an entrepreneurial mindset (including adaptability, creativity, problem-solving, and leadership); how to excel in teamwork, establish team norms, and work together creatively; how to exercise rigorous analysis for written reports & investigational research responses, yet communicate concisely; persuasion through rhetorical strategies; negotiation and conflict resolution; recognizing and employing the psychology of sales; emulating client service models of excellence; delivering effective informational and persuasive presentations; employing effective interviewing techniques; conducting effective evaluations (of self & others); and employing best practices for self-improvement.

The pilot course was a success and graduates received a certificate of recognition with which to build their resumes. The lessons learned and effective andragogy from this pilot course will be adapted into other Business courses, including BUS 205 (Business Communications), BUS 117 (Legal Environment of Business), and BMGT 130 (Leadership), among many others.

### Prior Year PRP Goal 2

**Brief Description**

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

**Goal Status**

Completed

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

All Department meetings have included a session where full timers or part timers share a teaching idea with the team. As a result of what was learned in the BUS 197 offering, soft skills pedagogy has been implemented into BUS 205 and other courses. Some faculty have also begun adopting Lumen One course resources that are low-cost textbook alternatives that are designed to include DEI.

### Prior Year PRP Goal 3

**Brief Description**

Investigate a For Credit Project Management certificate or degree program

**Goal Status**

Completed

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

Brian Roppe investigated this offering. He presented an idea for a Bachelor's Degree in December to the curriculum committee.

### Prior Year PRP Goal 4

**Brief Description**

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

**Goal Status**

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.**

Our biggest challenge was navigating between Meta and Nuventive. With the upgrade or elimination of Nuventive, this is no longer a goal.

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

None.

**Do you have any new goals you would like to add?**

Yes

## Establishing New Goals and Strategies for the Next Three Years

### Goal 1

**Brief Description**

Investigate how to capitalize on A.I. in the Business curriculum

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

Business Administration has been sharing information on A.I. at Department Meetings.
A.I. is the topic of the Spring 2024 Advisory Meeting and we are inviting A.I. experts to our meeting.

**Outcome(s) expected (qualitative/quantitative)**

Business administration will implement A.I. into current courses, create new courses, and/or create new programs.

**How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?**

This goal aligns with our mission to prepare students for success in business.

This goal also aligns with Vision Plan 2035, specifically:
Goal 1, Objective 10 ("Offer programs that are continually reviewed to meet student transfer, workforce, and community needs.") and Objective 11 ("Develop new certificates, associates, and bachelor's degrees aligned with emerging career opportunities.").

**Expected Goal Completion Date**

5/23/2025

## Goal 2

**Brief Description**

Assess, and if warranted, institutionalize relevant CertiPort Certifications

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

An element that connects students to industry advisors and business networks is our industry testing center in MD-335. We continue offer industry exams for students and several of these exams continue to be grant funded and free for students to take. The exams that are most aligned with our programs students 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 could lead to PMP and CAPM certifications), and MS Office exams in Word and Excel. We also now offer certificates in Communications and Entrepreneurship. All of these industry certificates increase a student's chance of securing a job and advancing careers and earnings potential.

We will familiarize ourselves with all relevant exams by designating subject matter experts among our full-time faculty to take take the relevant exam(s), assess the viability for students to succeed on such exam(s) based on the learning objectives and body of knowledge of existing coursework, and if the subject matter experts believe worthwhile, then institutionalize the promotion for such industry exams.

**Outcome(s) expected (qualitative/quantitative)**

Attaining such industry certificates increase a student's chance of securing a job and advancing the student's career and earnings potential.

**How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?**

Vision Plan 2035:

Goal 1, Objective 1 ("Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs.") and Objective 11 ("Develop new certificates, associates, and bachelor's degrees aligned with emerging career opportunities."); and

Goal 4, Objective 5 ("Create a comprehensive infrastructure that connects students to careers.").

**Expected Goal Completion Date**

5/23/2025

## Goal 3

### Brief Description

Develop and deliver a business case that justifies creation of a Project Management associate's degree.

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

By May 31st: Work with faculty and staff, regional organizations, and others to ascertain job market data. Research similar programs if in existence, seek opportunities to align with industry hiring managers (advisory council), and gather data as appropriate.
By August 31: Develop a preliminary draft business case.
By September 30: Finalize business case and socialize with dean, chair, and Curriculum Committee
By October 7: Determine next steps

### Outcome(s) expected (qualitative/quantitative)

Approval of developing AS in Project Management

### How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

Vision Plan 2035:

Goal 1, Objective 5 ("Provide faculty and staff with focused professional development and resources to support innovative student-centered services.");

Goal 3, Objective 1 ("Meet enrollment goals by attracting new students and increasing the persistence of our current students.") and Objective 2 ("Ensure Palomar's marketing and public relations are innovative, engaging, and developed with intentionality to reach the College's diverse student populations with varying educational goals."); and

Goal 4, Objective 1 ("Create an organizational structure to coordinate, develop, and strengthen external partnerships."), Objective 2 ("Strengthen and expand educational partnerships with regional high schools, colleges, and universities."), and Objective 3 ("Strengthen and expand educational partnerships with businesses by creating industry-specific program pathways.").

### Expected Goal Completion Date

10/7/2024

## Goal 4

### Brief Description

Revamp Existing Project Management Program.

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

Working with the core Project Management adjunct team, seek innovative ways to present project management curriculum in a streamlined, student-centered way. Seek to reduce the number of classes to three (from five) and to complete all required classes over three (3) fast-track semesters or less. Activities will include:
By May 12, 2024: Create three classes based on current and revised curriculum; socialize with department chair and division dean.
By September 13, 2024: Create draft COR's for the three courses and socialize with chair and dean.
By October 14t, 2024: If approved to move forward, submit to curriculum.

**Outcome(s) expected (qualitative/quantitative)**

Approval of revised courses and schedule. Implementation by Fall 2024.

**How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?**

Vision Plan 2035:

Goal 1, Objective 5 ("Provide faculty and staff with focused professional development and resources to support innovative student-centered services.");

Goal 3, Objective 1 ("Meet enrollment goals by attracting new students and increasing the persistence of our current students.") and Objective 2 ("Ensure Palomar's marketing and public relations are innovative, engaging, and developed with intentionality to reach the College's diverse student populations with varying educational goals."); and

Goal 4, Objective 1 ("Create an organizational structure to coordinate, develop, and strengthen external partnerships."), Objective 2 ("Strengthen and expand educational partnerships with regional high schools, colleges, and universities."), and Objective 3 ("Strengthen and expand educational partnerships with businesses by creating industry-specific program pathways.").

**Expected Goal Completion Date**

5/24/2024

# 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 Vision Plan 2035.

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?**

No

### REQUEST FOR ADDITIONAL FULL-TIME FACULTY

**Faculty Request 1**

**Title of Full-Time Faculty position you are requesting**

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?**

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

**Is your department affected by faculty on reassigned time? If so, please discuss.**

**Are you requesting AA, CAST for Classified Staff?**

No

### PART 2: BUDGET REVIEW

Request that your ADA provide you with  your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

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.

1. 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

### Technology Request

---

#### Technology Request 1

**What are you requesting?**

A mobile television set (i.e., large, 65" TV on a mobile stand, WiFi enabled), for the benefit of COBALT and anyone else in our Business Department who may wish to teach or conduct presentations outside (e.g., MD building mezzanine level, where a strong WiFi signal and ample electrical outlets are confirmed).

This request is born out of a long-researched proposal for a projector and screen, and follow-on consultation with IS (attn: Ryan Davis), who reported that a mobile TV is a better option, both in terms of functionality and the fact that and IS is limited in its capacity to set up this level of AV eight times or more a semester (as intended for COBALT). A 65" TV can be parked in the Business Department's ADA office and transported throughout the MD building's elevators.

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

New Technology

**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)**

PRP data analysis suggests the importance of soft skills development. Moreover, the Career and Labor Market Data contained earlier in this report suggests that top employment sectors include:
- Health;
- Business and Entrepreneurship;
- Education and Human Development;
- Energy, Construction and Utilities;
- Information and Communication Technologies (ICT) and Digital Media; and
- Life Sciences and Biotechnology.

Query: Did your last interaction with any of these sectors involve the use of digital multimedia to transmit and receive information? Of course it did. Furthermore, each of these sectors is defined by their increasingly mobile nature (e.g., telehealth). Accordingly, a mobile platform that may be leveraged across all Business programs would align andragogy on campus with the communication and presentation expectations among our top local sectors.

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

All Business students.

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

Increased participation in COBALT; greater soft skills development as students interact and present in outdoor environments (e.g., increased observers and audience, coping with background noise, sunlight and shadows, etc.); greater interaction with and display of AI tools

**d. Timeline of implementation**

The mobile TV package will be employes as soon as it is delivered to the Business Department, hopefully by the start of Fall 2024.

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

Based on quotes received from IS (attn: Ryan Davis) in November 2022, a standard package w/ 65" tv, stand, and WiFi capability costs $1,938; and another (recommended) package with touch screen capabilities costs 3,278. These quotes are based on November 2022 quotes and have likely increased since 2022.

**Do you already have a budget for this request?**

No

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

Complted PRP Goal 1 ("Investigate and offer at least one BUS 197 Topics in Business course by next PRP cycle.") and new PRP Goal 1 ("Investigate how to capitalize on A.I. in the Business curriculum.")

**What Educational Vision Plan 2035 Goal:Objective does this request align with?**

| | | | |
|---|---|---|---|
| 1:1 | 1:7 | 3:1 | 4:6 |
| 1:2 | 1:11 | 3:2 | 5:2 |
| 1:3 | 2:3 | 3:5 | 5:4 |
| 1:4 | 2:5 | 3:7 | |
| 1:5 | 2:6 | 4:5 | |

**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)?**

Just slight electrical demand when in use.

**Will you accept partial funding?**

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.**

No

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


# Feedback and Review

## Department Chair

**I confirm that the PRP is complete.**

No

**Department Chair Name**


**Date**