

# CTE Update

PALO VERDE COLLEGE

## BUSINESS MANAGEMENT

Business Management AS, COA; Business Literacy CCP; Personal Finance CCP; Small Business Management CCP

REPORTING FALL 2020 TO SPRING 2022

### 1. PURPOSE OF THE PROGRAM

- a. Describe the program, its mission, and target population.

Palo Verde College provides opportunities for personal and professional growth to a unique community of learners in an academic environment committed to student success, diversity, equity, and inclusion by supporting student achievement of basic skills, certificate, degree, university transfers, and career goals. *[Board approved November 9, 2021]*

The business division's purpose is to provide higher education opportunities to the community and the workforce. We serve local needs by providing a quality level of education for a diverse population. The target population is to serve the core needs of the Palo Verde Valley and Needles area. The philosophy of those in the division believes in open access, equity, comprehensive program offerings, community-based building, and a commitment to teaching in a lifelong learning environment for learners. Faculty in the discipline seek to innovate, develop, and grow learning programs to address the needs of nontraditional students in their quest for academic, vocational, and remedial education. Preparing students for the job market by offering entry-level career training programs, as well as courses for students who want to upgrade their skills for advanced occupations.

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

The outbreak of Covid-19 caused shutdowns and slowed resources to all of the programs, including those who are incarcerated. A large percentage of our student population enrollments are incarcerated. Since the pandemic, we have seen an accelerated downward spiral in terms of the number of students who were hurt due to the lack of resources and support programs that would otherwise provide the environment to succeed. Two years after the pandemic counseling services are slowly returning to normal levels. More student contacts are being made and services are being restored. Many of the obstacles and challenges students endured during the pandemic caused setbacks and little to no support. The college leadership team and the faculty have acknowledged and understood that the covid pandemic period was no easy task for anyone to get through.

## 2. DEMAND FOR THE PROGRAM

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

The *AS, Associate of Science in Business Management* degree along with its certificate programs continues to have strong popularity among students. The demand to fill technical skills occupations lead to specific jobs. The degree program supports prescribed project management career pathways in business and applied science. The educational pathways offer a breadth of career opportunities.

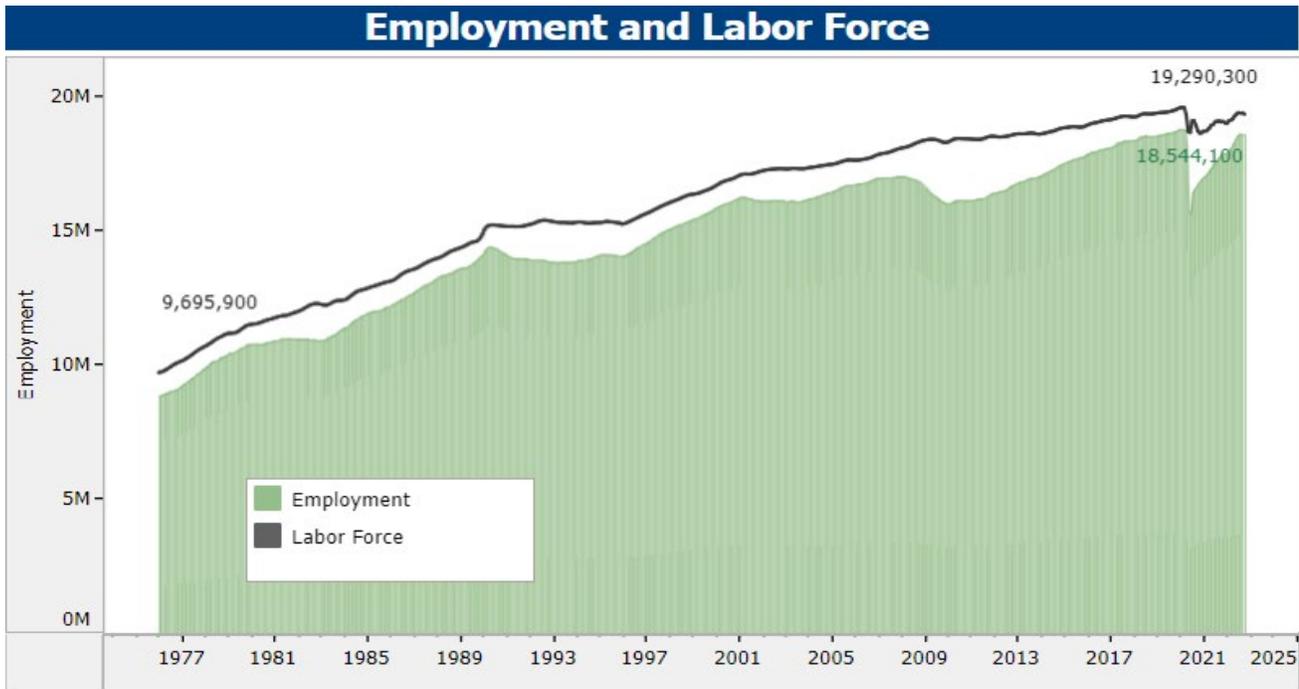
Whether a person is a newcomer or an experienced professional, project management can take an individual in several different directions. The educational pathways at Palo Verde College are aligned with the day-to-day responsibilities in project activities' planning and implementation phases, such as departmental collaboration, human resource management, budgeting, coordination, and delegating.

As noted, in our previous program review, the business division provides students with professional preparation for a variety of occupations that require organizational, technical, financial, and planning skills. The table displayed below is a sample of occupations students with training in business might pursue in the Riverside-San Bernardino Metropolitan Statistical Area. All areas display projected growth; thus, our conclusion is that the demand for people trained in business is high.

The AS Business Management degree along with its certificates are categorized as part of the CTE structure, they are an essential mechanism for sustaining industry and improving the overall economic resilience of our economy. The pandemic had its drawbacks and exacerbated opportunities for those who are underserved. Thus, we have made all the necessary changes on campus to serve community students, as well as re-opening all its traditional instructional modalities back to normal levels as before the pandemic.

The Inland Empire's labor market data has now surpassed its pre-pandemic peak, adding back all the jobs it lost due to the COVID-19 crisis. The annual benchmark revision released by the state's Economic Development Department (EDD), shows that instead of an overall loss, the region has increased its total payroll employment since the pandemic first upended labor markets around the globe. "*Since hitting bottom in April 2020, the Inland Empire's labor market has expanded by 151,200 jobs and is now 1.4% (or 22,500 jobs) above its peak from February 2020, right before pandemic-driven public health mandates implemented*". Essentially, the county's total employment in the region has jumped by 0.9% since February 2020 rather than declining by -2.2% as originally estimated by the EDD (*V. Pike-Bond 2022*).

U.S. World Report, "the median annual earnings in 2020 for workers with an associate degree was \$44,100. That's \$15,500 less than employees with a bachelor's degree but \$4,200 higher than workers with some college but no degree, and \$7,500 higher than workers with only a high school diploma, according to a May 2022 report by the federal National Center for Education Statistics on the status of education in the U.S. However, 28% of workers with an associate degree earn more than half of workers with a bachelor's, as reported in a 2021 study by Georgetown University.." (*S. Allen, 2022*)



### Best Salaries



Occupation code	Occupation title (click on the occupation title to view its profile)	Employment	Employment RSE	Employment per 1,000 jobs	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
11-0000	<a href="#">Management Occupations</a>	74,020	1.3%	48.377	\$47.45	\$54.15	\$112,630	0.9%
11-1021	<a href="#">General and Operations Managers</a>	21,490	3.8%	14.044	\$46.30	\$53.12	\$110,500	1.9%
11-2021	<a href="#">Marketing Managers</a>	1,320	7.6%	0.863	\$60.53	\$63.83	\$132,760	3.2%
11-2022	<a href="#">Sales Managers</a>	5,530	3.9%	3.614	\$47.59	\$55.06	\$114,510	1.4%
11-3021	<a href="#">Computer and Information Systems Managers</a>	2,030	3.4%	1.327	\$65.83	\$73.20	\$152,260	1.3%
11-3121	<a href="#">Human Resources Managers</a>	1,250	5.4%	0.814	\$50.75	\$57.87	\$120,360	3.4%
11-3131	<a href="#">Training and Development Managers</a>	300	7.8%	0.194	\$57.54	\$60.93	\$126,740	4.3%
11-9021	<a href="#">Construction Managers</a>	3,020	6.7%	1.971	\$48.67	\$54.13	\$112,590	2.4%
11-9151	<a href="#">Social and Community Service Managers</a>	1,570	3.5%	1.027	\$35.58	\$38.99	\$81,090	1.8%
11-9199	<a href="#">Managers, All Other</a>	4,130	2.9%	2.702	\$58.34	\$61.44	\$127,790	1.8%
13-1161	<a href="#">Market Research Analysts and Marketing Specialists</a>	4,230	4.6%	2.764	\$29.96	\$32.56	\$67,720	2.8%
13-1199	<a href="#">Business Operations Specialists, All Other</a>	11,100	3.3%	7.258	\$29.29	\$32.83	\$68,280	1.2%
13-2011	<a href="#">Accountants and Auditors</a>	7,020	2.8%	4.588	\$36.83	\$38.52	\$80,110	1.2%
13-2051	<a href="#">Financial and Investment Analysts</a>	930	5.3%	0.608	\$39.81	\$44.35	\$92,260	2.0%
13-2071	<a href="#">Credit Counselors</a>	190	8.5%	0.124	\$22.98	\$23.36	\$48,600	1.4%

### 3. QUALITY OF THIS PROGRAM

What is the quality of this program? Is it of the highest quality, adequately meeting student needs, or needing significant improvement? List core indicators, student learning outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, and equipment as evidence to support your answer.

The quality of this program continues to stand out among many other degree programs in our college, statewide, and around the nation. The AS, Associate of Science Business Management degree provides students with the same opportunities for professional preparation for a variety of occupations that

require organizational, technological, financial, and planning skills. In this discipline, workers in this occupation stand a better chance than the average person seeking employment in a business or related occupation.

Overall employment and financial occupations are projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations. According to the *U.S. Bureau of Labor Statistics*, we are expected to see about 715,100 new jobs over the decade. The business degree program is a vital part of our institution, it is among the most requested by the student population. Since the initial start of the pandemic, Palo Verde College has learned from the quality movement of its programs to become more responsive, and customer driven. The driving force for our discipline or a quality indicator is engagement, the department provides its learners and its community with information about effective educational practices by formulating improvements in student learning outcomes and persistence. The engagement of the amount of time and energy that students invest is meaningful and follows rigorous practices that will prepare them for tomorrow's occupations. [*U.S. Bureau of Labor Statistics, Dated: Thursday, September 8, 2022*]

Today's competitive environment requires that we deliver increased value and measure meaningful performance. The department is working diligently with all its disciplines to increase resources, technology, and services to produce credible data that documents both student and institutional performance. The internal measures the department is taking are to make connections with the community, and faculty within the department to ensure teaching protocols meet its standards. We work with the college institution to enhance and align our performance measures with that of the college's institutional learning outcomes. Key core indicators focused on persistence, student goal attainment, planning, assessment of CLOs, and on institutional effectiveness.

Based on the SLO assessment, the division did moderately well across the board. A few subject areas did perform below average, when considering pre-census data, but we are optimistic. A 360-degree review tells us that the broader spectrum is that the business division needs to focus on the causes of "W's." Although, we are convinced that more concentration needs to be given to female cohorts and African-American students. These shortfalls can be attributed to the shortage of resources and the timing that was required to support students overall. To overcome some of the shortfalls, the department is proposing to encourage faculty to offer extended time and advocate for the distribution of resources to all student groups. Notably, the success rates tend to be better in terms of meeting institutional standards when measured by apportioned enrollment to final enrollment as opposed to est. Census enrollment over success enrollments.

#### **Reporting Period by Subject Area**

- A. 2021-2022 Spring**
- B. 2021-2022 Fall**
- C. 2020-2021 Summer**
- D. 2020-2021 Spring**
- E. 2020-2021 Fall**

BUS CSLOs	Totals	Meets Expectations	Totals	Does Not Meet Exp.	Not Assist	TOTALS	Reporting Period
BUS 101	572	82.90%	77	11.16%	11.37%	690	D, E
BUS 105	285	75%	65	17.06%	8.14%	381	C, B, E
BUS135	80	45.98%	34	19.54%	34.48%	174	D
BUS 210	54	34.62%	6	3.85%	61.54%	156	A
BUS 140	36	66.67%	18	33.33%	0.00%	54	D
MAN 107	63	77.78%	6	7.41%	14.81%	81	B
MAN 145	50	64.10%	10	12.82%	23.08%	78	E
MAN 205	51	77.27%	12	18.18%	4.55%	66	E
ACC 100	81	31.40%	126	48.84%	19.77%	258	B
ACC 101	59	98.33%	1	1.67%	0	59	D
ACC 102	44	86.27%	7	13.73%	0	51	D

**Overall Report totals:**

	Meets Expectations	Does not Meet Expectations	N/A	Total				
278	41.55%	172	25.71%	219	32.74%	669	100%	2021 Fall
125	78.62%	18	11.32%	16	10.06%	159	100%	2021 Summer
381	84.67%	57	12.67%	12	2.67%	450	100%	2021 Spring
591	76.65%	115	14.92%	65	8.43%	771	100%	2020 Fall
1375	67.11%	362	17.67%	312	15.23%	2049	100%	total

**PSLO Data Collection**

PSLO Business Man (AS)	Start Date	PSLO on Record	Expected	Outcome %
Fall 2020	8/19/2019	1	70%	83.70%
	8/19/2019	2	70%	83.78%
Spring 2021	8/19/2019	1	70%	89.80%
		2	70%	89.80%
Summer 2021	8/19/2019	1	70%	87.40%
	8/19/2019	2	70%	87.40%
Fall 2021	8/12/2019	1	70%	81.10%

		2	70%	81.10%
<b>PSLO Personal Finance Cert. of Career Prep.</b>	<b>Start Date</b>	PSLO on Record	Expected	Outcome %
Fall 2020	8/12/2019	1	70%	78.10%
Summer 2021	8/12/2019	1	70%	87.40%
<b>PSLO Sm. Business Mgmt Cert. of Career Prep.</b>				
Fall 2020	8/12/2019	1	70%	57.40%
		2	70%	57.40%
<b>PSLO Business Mgmt Certificate</b>	<b>Start Date</b>	PSLO on Record	Expected	Outcome %
Fall 2020	8/10/2019	1	70%	84%
Spring 2021	8/10/2019	1	70%	89.80%
Summer 2021	8/10/2019	1	70%	87.40%
Fall 2021	8/10/2019	1	70%	81.10%
<b>PSLO Business Literacy Cert. of Career Prep.</b>	<b>Start Date</b>	PSLO on Record	Expected	Outcome %
Fall 2020	8/12/2019	1	70%	83.70%
Spring 2021	8/12/2019	1	70%	89.80%
Summer 2021	8/12/2021	1	70%	87.40%
Fall 2021	8/12/2019	1	70%	61.80%

**Data Collection Business Division: [Accounting, Business, Economics, and Management]**

Subject Area	Metric	Institution Standard	AY 2020-21 w/ *"W"	AY 2020-21 w/o "W"	AY 2021-22 *w/ "W"	AY 2021-22 w/o "W"
Accounting	Success Rate	<b>70%</b>	83.9%	73.1%	81.9%	<b>69.3%</b>
		<b>Success denominator</b>	161/192	161/220	122/149	122/176
Business	Success Rate	<b>70%</b>	88.7%	77%	81.6%	<b>69.4%</b>
		<b>Success denominator</b>	674/760	674/875	509/624	509/733
Economics	Success Rate	<b>70%</b>	93.3%	86.8%	81.8%	<b>66.6%</b>
		<b>Success denominator</b>	112/120	112/129	126/189	126/154
Management	Success Rate	<b>70%</b>	81.7%	72.4%	76.6%	<b>64.6%</b>
		<b>Success denominator</b>	398/487	398/549	256/334	256/396

\*W= students who dropped out due to environmental circumstances; lack of books, overload, resources, personal etc.

Subject Area	Metric	AY 2020-21	AY 2021-22
<b>Accounting</b>	<b>AppORTioned Enrollment</b>	<b>220</b>	<b>176</b>
	Final Enrollment	192	149
<b>Business</b>	<b>AppORTioned Enrollment</b>	<b>875</b>	<b>733</b>
	Final Enrollment	760	624
<b>Economics</b>	<b>AppORTioned Enrollment</b>	<b>129</b>	<b>189</b>
	Final Enrollment	120	154

<b>Management</b>	<b>Apportioned Enrollment</b>	<b>549</b>	<b>396</b>
	Final Enrollment	487	334

**Full-Time Equivalent -Unit of measurement equivalent for a student**

<b>Subject Area</b>	<b>Metric</b>	<b>AY 2020-21</b>	<b>AY 2021-22</b>
Accounting	FTES	29.3	23.4
Business	FTES	88.1	73.3
Economics	FTES	12.9	18.9
Management	FTES	54.9	39.6

**Business Advisory Committee-[Partnership]**

The business Advisory committee met in May 2022 to update, as well as continue to rebuild an effective advisory board. The partnership with our community leaders is made up of both the private and public sectors. Participants include state, county, and local industries. The committee is helpful to the division to mentor our programs that are part of a larger organizational structure. Mentoring may not be the primary mission, but the advisory committee is comprised of key individuals who are truly interested in guiding the division in achieving the program’s specific goals, and who help shape the program in the community. The advisory committee provides ongoing support by example:

- ✓ *Provide guidance that helps staff strengthen programs*
- ✓ *Offer a forum for program stakeholders—community partners, schools, business supporters, youth, parents, and government workers who share their opinions, share their expertise, and market trends.*
- ✓ *Advocate for the program and increase visibility, both internally and externally.*
- ✓ *Review the advisory’s mission.*
- ✓ *Make recommendations or offer community awareness.*

**Certificates-Business Division**

- ✓ Business Management Certificate of Achievement
- ✓ Business Literacy Certificate of Career Preparation
- ✓ Small Business Management Certificate of Career Preparation
- ✓ Personal finance Certificate of Career Preparation

**Degree Programs-Business Division**

- ✓ AS Business Management Degree
- ✓ AS Associate of Science in Business Administration for Transfer
- ✓ AA Associate of Arts Business & Technology Degree

**Articulation**

Not applicable

**Faculty Qualifications**

The department is made up of three full-time faculty members, and each of the faculty possesses a master’s degree in their prospective area which allows them to be an integrated part of the division.

The department also has 11 other part-time adjunct faculty members. Each of these part-time participants holds at a minimum a master's degree in business, management, and/or accounting degree. Each of the faculty members described above meets the state's Minimum Qualifications for Faculty and Administrators in California Community Colleges.

@ONE online network of educators is a collaborative, system-wide network of college faculty who are trained by a professional development team of the CCC California Virtual Campus. All full-time faculty in the division successfully completed the rigorous training and are well-prepared to teach online. Many of our part-time faculty have also completed the same rigorous training as those who are full-time in the division.

### **Grant-California Community Colleges Chancellor's Office**

#### **i3 Grant**

Palo Verde College received a \$125,000 grant to strengthen community services by creating a strong workforce plan that brings together various other interdisciplinary programs on campus. The i3 program at Palo Verde College was developed to provide opportunities for growth in an environment that's committed to student success. The intent of the invention and inclusive innovation platform is to empower learners, including students, faculty, and partners to be agents of change. The program is designed to create an interdisciplinary approach to problem-solving. The program fosters innovative thinking and an entrepreneurial mindset as students implement design strategies to advance equity and close achievement gaps.

#### **Rising Scholars Network Grant**

Palo Verde College was also awarded "the Rising Scholars Network" grant. The grant will support the college and the business division along with all interdisciplinary disciplines by following a statewide mission to serve Rising Scholars students within the mission of the California Community Colleges and align with the Vision for Success. The grant provides PVC with a \$444,000 funding source over a three period to exercise and follow among many, but not limited to these listed principles:

Reach out to students who lose contact with the program or who miss classes or coursework. Take extra steps to find the student and see if they can be supported as the student begins to lose contact or miss class. Establish a highly coordinated proactive approach to student and academic support services, keep students on track to degree or certificate completion; engage students in a degree audit on a regular basis so students know where they are and what they need.

## **4. EXTERNAL ISSUES**

**Cite relevant legislation, Chancellor's Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors to the program. Explain each mitigating factor and the impact on the program.**

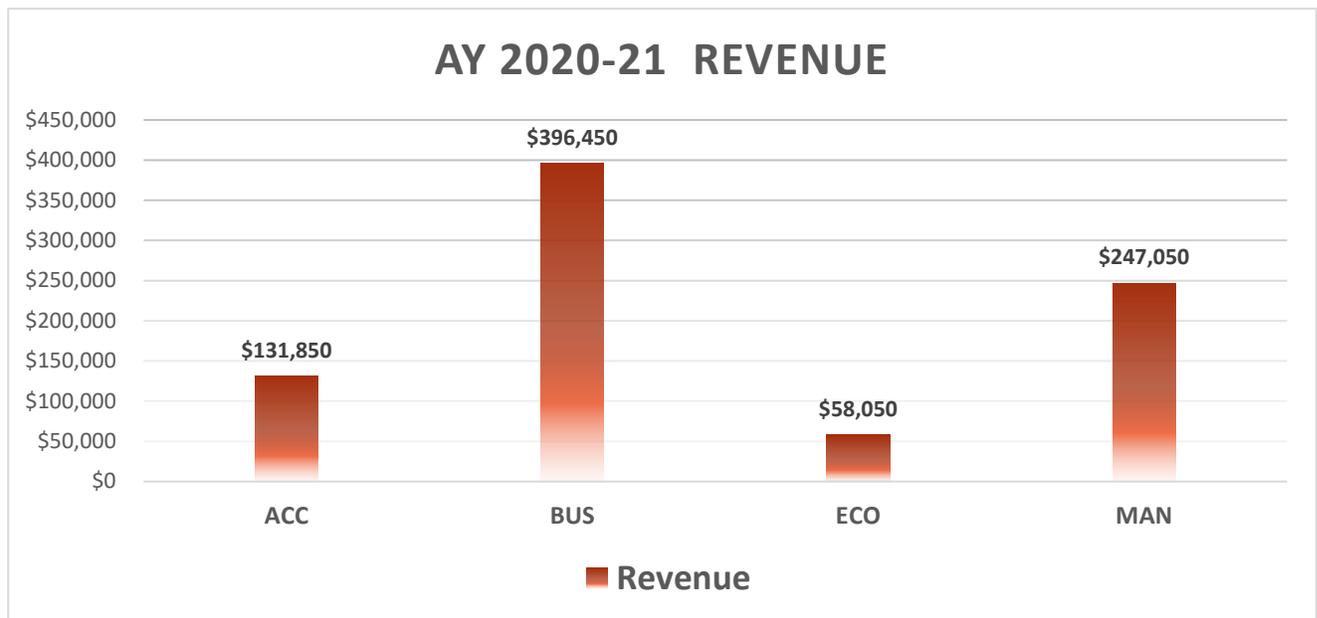
The external forces that continue to help feed a growing economic masterplan come from the CCCC, the system office. The Chancellor's office is the driving force and provider to community colleges in California. The system office or provider for all intense purposes provides the mechanism to deliver the necessary resources to access career technical education, workforce training, and preparing individuals for skilled jobs in an ever-changing labor market.

The Strong Workforce Economic Development plan that's designed for Palo Verde College is focused on preparing our students and individuals with skills for 21<sup>st</sup>-century jobs and careers, as well as an entrepreneurial mindset to be successful an employee or entrepreneurs, and for the future of work. With the support in place, the division can prepare learners for real-world business, management, and technology skill sets. This model is what helps our students to transfer to four-year programs and to continue filling technical skill sets for today's markets. The business discipline continues to rely on the volume of the incarcerated student population who are enrolled via correspondence education.

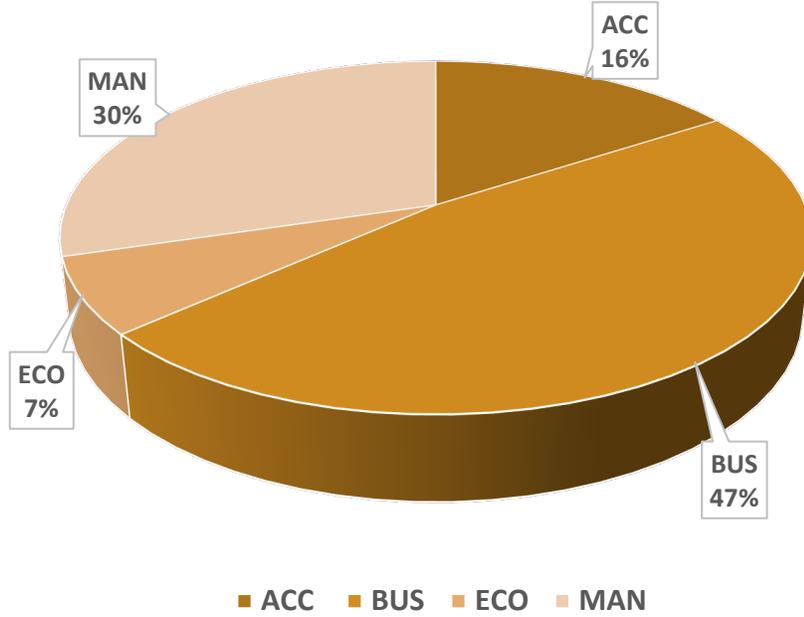
## 5. REVENUE AND EXPENSES

- a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

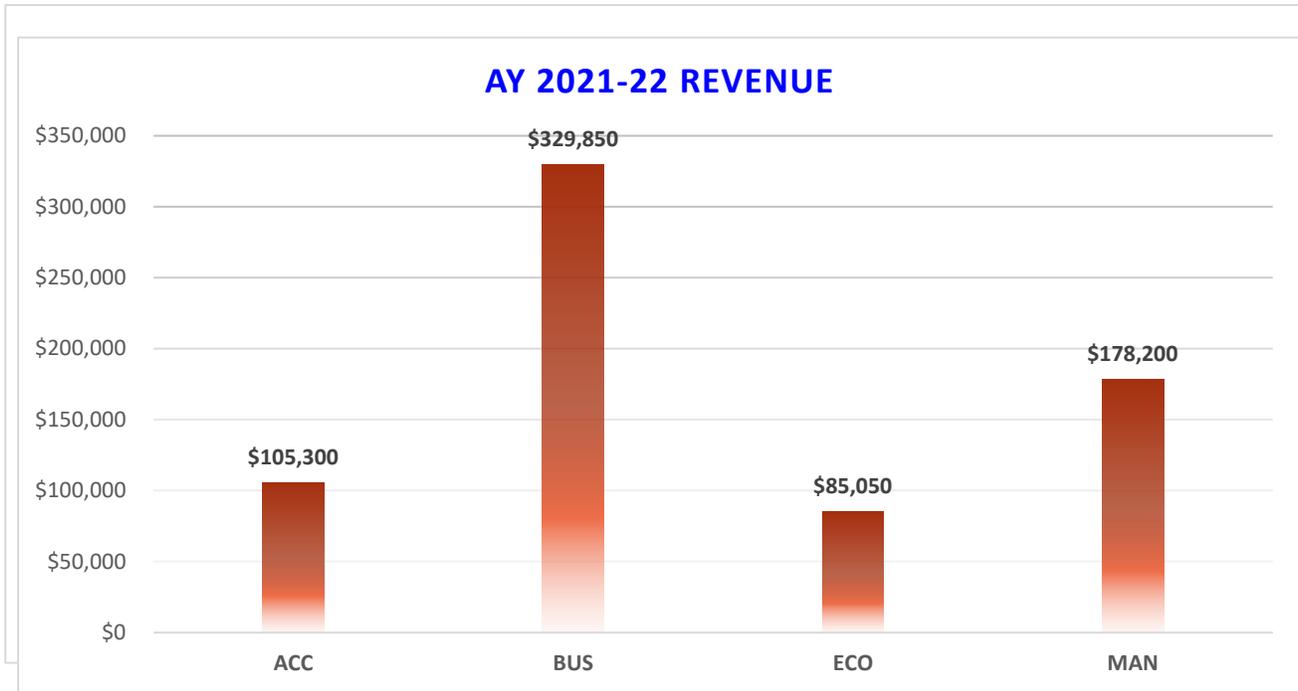
The college does not gain direct income based on the FTES, rather our revenue is generated at the state level. The college is allocated annually using a three-year average of our generated FTES based on the student-centered funding formula. A full-time student is defined (for attendance accounting purposes) to be one who attends classes 15 hours per week or 525 student contact hours per year. For this purpose, the department is using the base rate per FTES is \$4,500, as stated by the Institutional Research Director. However, the only change worth noting is that the ROI for incarcerated students is higher.



**AY 2020-21 Revenues**



<i>Student Load (FTES) by Subject Area</i>	<b>AY 2020-21</b>	<b>AY 2021-222</b>
ACCOUNTING	29.3	23.4
BUSINESS	88.1	73.3
ECONOMICS	12.9	18.9
MANAGEMENT	54.9	39.6



State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

Object Code	Measure: Expense	AY 2020-21	AY2021-2022
Personnel Benefits & Insurance	Expense	\$79,645	\$86,915
Personnel Instructional Salaries	Expense	\$511,929	\$503,698
Personnel Non-Instructional salaries	Expense	\$39,162	\$6,917
Equipment & Supplies	Expense	\$765	\$4,554
<b>Totals</b>	<b>Expense</b>	<b>\$631,501</b>	<b>\$602,084</b>

b. State the dollar value of in-kind contributions of time and/or resources the preceding two academic years.

There have been no in-kind contributions to this program.

**c. TWO YEAR PLAN**

List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

GOAL	How to Achieve it	Timeline	Success Measure
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<b>CONTINUING:</b> Build and maintain textbook libraries at each CDCR facility for the program	Continue to work with the CDC and the college for a two-year course and textbook projection.	2-3 years	Timely access to texts among incarcerated students.
Create instructional services and programs while increasing growth and student achievement by seeing transfer, and more occupational placements.	Work with the job placement specialist, EDD partners, community, and campus-wide personnel to meet our objective and target goal.	2-3 years	The program will be in place
<b>CONTINUING:</b> Develop stronger relationships with local employers and include them on the Business Advisory Committee	Continue efforts in maintaining strong relationships with local employers.	2-3 years	Frequency of advisory meetings and attendance.
<b>CONTINUING:</b> Expand online Training to all faculty members in the discipline on as needed basis.	@ONE retraining offering to stay up-to-date.	1-2 years	Marked increase in successful online.
<b>CONTINUING:</b> face-to-face course offerings	With the instruction to make more face-to-face offerings per term and work with counseling to increase the visibility of the program services.	1-3 years	Marked increase in face-to-face course success offerings
<b>CONTINUING:</b> Investigate non-credit track or contract education for the new world of work-free curriculum for a new customer service program.	Evaluate the feasibility of a customer service program and complete the curriculum as needed.	2-3 years	The program will be in place.
<b>New:</b> Increase student achievement and investigate the causes of the decrease in achievements during the pandemic period.	Work with all faculty across all disciplines as well as work with the rising scholars grant to see the fund to increase the services.	1-3 years	By measuring student completions and what SLO benchmarks can be compared or assessed.

**2018-2020 Past Goals:**

Goal	How to Achieve It	Timeline	Success Measure
<b>1.CONTINUING:</b> Build and maintain textbook libraries at each CDCR facility for the program.	Consider modifying goal to: work with College in 2-year course and textbook projections.	2-5 years	Timely access to texts among incarcerated students.
<b>2.CONTINUING:</b> Investigate non-credit track or contract education for New World of Work free curriculum... for a new customer service program.	Evaluate the feasibility of a customer service program and complete the curriculum as needed.	2-5 years	Program will be in place.
<b>3.CONTINUING:</b> Research appropriate new courses, including existing courses through the Chancellor's Office, designed especially for online or face to face modality, for gig-economy program.	Evaluate the need for this program and complete the curriculum as needed.	2-5 years	Program will be in place.
<b>4.CONTINUING:</b> Enforce No Show and other college processes.	Continue efforts begun to date and evaluate results in completion rates.	2-5 years	Marked improvement in course completion rates, meeting or exceeding institution-set standard.
<b>5.CONTINUING:</b> Develop stronger relationships with local employers and include them on the Business Advisory Committee.	Continue efforts in maintaining strong relationships with local employers.	Ongoing	Frequency of advisory meetings and attendance.
<b>6.NEW:</b> Expand online and face-to-face course offerings.	Participate in @ONE training, begin offering online and face-to-face sections.	2-3 years	Marked increase in successful online and face-to-face course sections.
<b>7. NEW:</b> Perform SLO assessments for all program courses regularly.	Require faculty to complete timely SLO assessments	1-3 years	Marked increase in SLO assessments.

Goal	Aligned with Strategic Plan Vision 2020 Element
<b>1.CONTINUING:</b> Build and maintain textbook libraries at each CDCR facility for the program.	Objective 4.2.2 Regularly evaluate the quality of student support services and demonstrate that these services support student learning and enhance accomplishment of the mission of the institution.
<b>2.CONTINUING:</b> Investigate non-credit track or contract education for New World of Work free curriculum... for a new customer service program.	GOAL 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer
<b>3.CONTINUING:</b> Research appropriate new courses, including existing courses through the Chancellor's Office, designed especially for online or face to face modality, for gig-economy program.	GOAL 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer
<b>4.CONTINUING:</b> Enforce No Show and other college processes.	Task 4.1.1.2 Determine appropriate institution-set standards for student achievement, including course completion, program completion, job placement rates, and licensure examination
<b>5.CONTINUING:</b> Develop stronger relationships with local employers and include them on the Business Advisory Committee.	Task 1.1.1.1 Set up rosters, calendars, and agendas of advisory group meetings for all applicable programs and post to college website by the fourth week of the academic year.
<b>6.NEW:</b> Expand online and face-to-face course offerings.	GOAL 2: Implement strategies to increase access and success for underrepresented and disproportionately impacted students and to advance diversity and equity across the district.
<b>7. NEW:</b> Perform SLO assessments for all program courses regularly.	Task 4.1.1.1 Define and assess student learning outcomes for all instructional programs and student and learning support services in accordance with the four-year program review cycle.

## Reference

1. “How Employers View an Associate Degree” <https://www.usnews.com/education/articles/how-employers-view-an-associate-degree> Auth: S. Allen [October, 2022]
2. “Inland Empire has more jobs now than it lost during pandemic” <https://news.ucr.edu/articles/2022/03/23/inland-empire-has-more-jobs-now-it-lost-during-pandemic> Auth: V. Pike Bond [March 23, 2022]
3. “US Bureau of Labor Statistics” <https://www.bls.gov/ooh/business-and-financial/home.htm#:~:text=Overall%20employment%20in%20business%20and,new%20jobs%20over%20the%20decade>. [November 22, 2022]
4. “PVC Strategic Plan Horizon 2023” <https://www.paloverde.edu/about-us/docs/Horizon-2023-BOT-12-11-20.pdf> Mission; [board approved Feb 12, 2019]

[Division Approved: 12/15/22]