

## Instructional Comprehensive Program Review: Business Administration - AS-T 2.0

### Cover

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Questions? Find answers in CurricUNET User Manual. ([http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program\\_reviews/create\\_pr.html](http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html))

Overview

**Program Review Year** 2025

**Title** Business Administration - AS-T 2.0

**Year of Last Comprehensive Review**

**Originator** Graves, Emon

**Area Dean** Angel Fuentes

**Division**

Bus & Workforce Development

**Department**

Business

**Subject**

- ACCTG - Accounting
- BUS - Business
- ECON - Economics
- MATH - Mathematics

**Is this a review for a degree/certificate or all the courses in the subject?**

All Courses

Courses

- ACCTG 001A - Principles of Financial Accounting - Active
- ACCTG 001B - Managerial Accounting - Active
- BUS 060 - Fundamentals of Business Statistics - Active
- BUS 082 - Introduction to Business - Active
- ECON 010A - Principles of Macroeconomic Theory - Active
- ECON 010B - Introduction to Microeconomic Theory - Active
- MATH 061 - Finite Mathematics - Active
- MATH 062 - Calculus for Business and Social Science - Active
- MATH 066 - Calculus I Late Transcendentals for STEM - Active
- MATH 071 - Calculus I with Analytic Geometry - Active

### Co-Contributors

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\*Co-Contributor must be chosen before proposal is launched

- Fuentes, Angel
- Tran, Mikayla

### Overview

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Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- Access
- Curriculum and programs
- Services

**2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**

**Areas of focus are:**

- Increase visibility
- Develop strategic partnerships
- Building campus community

**3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**

**Areas of focus are:**

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The Business Department has been an integral part of Evergreen Valley College's academic programs since its inception. Business is the study of how organizations operate, grow, and succeed in a competitive market. Business students acquire essential skills in strategic planning, financial analysis, marketing, and operations management. As business majors, students develop critical thinking, problem-solving, and effective written and verbal communication skills. These competencies prepare them for a wide range of career opportunities, including roles in corporate management, entrepreneurship, marketing, finance, government, nonprofit organizations, and consulting.

Students participating in the Business Administration 2.0 Associate in Science for Transfer degree program should expect to participate in a challenging but fair learning environment. This program was designed through an equitable lens, and based on the core principles of empathy, engagement, high expectations, innovation, and critical thinking.

Additionally, students will have freedom to explore and formulate business concepts of their own. They will receive a combination of various teaching approaches including demonstrations, lectures, discussions and collaborative activities to facilitate their learning experience and simulate a representative business environment.

The Associate in Science in Business Administration for Transfer degree is designed to prepare students to transfer into the California State University system to complete a baccalaureate degree in Business Administration or a similar field of study and provide a strong foundation for careers in a diverse global environment including business, accounting, and marketing fields.

After completing the AS-T in Business Administration, the student should be able to:

- Identify and explain the major functional areas of business organizations including management, marketing, finance, and accounting.
- Employ commonly used computer application programs to create relevant business documents.
- Apply accounting and mathematical concepts and principles in making decisions about business operations.
- Assess the relationships and inter-dependencies of economic, social, legal, and global environments in which businesses operate.
- Define terms and concepts used in macroeconomics and microeconomics.
- Compose effective oral and written communications in various business settings.
- Research, develop, evaluate, and test possible solutions using creativity, critical thinking, and technology skills.

**To be awarded the Associate in Science in Business for Transfer degree, students must:**

1. Complete 60 semester units or 90 quarter units which are eligible for transfer to the California State University (CSU) system, including both of the following:
  2. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
  3. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
  4. Obtain a minimum grade point average of 2.0
- While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
  - Associate Degrees for Transfer (ADTs) also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

There is no historical data or information available from the previous comprehensive program review. Consequently, I am unable to evaluate the program's progress in meeting the goals established during that review.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

The Business Department developed and implemented both the Business Administration 2.0 Associate in Science for Transfer (AS-T), and the Associate of Arts (AA) in Business Administration degrees, program maps, and guided pathways.

The Business Administration 2.0 Associate in Science for Transfer (AS-T) degree furthers Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

This Business Administration 2.0 Associate in Science for Transfer (AS-T) degree provides students with a major that fulfills the general requirements for seamless transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University System.

This program is designed to meet EVC's mission by utilizing a wide spectrum of educational experiences, flexible methodologies, and support services for our students.

Title 5, § 55061 describes the completion of GE, one component of the degree, as a learning experience that demonstrates:

...the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

Title 5, § 55063(b) requires that students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of GE coursework that includes a minimum of 3 semester or 4 quarter units in each of the following areas:

- Natural Sciences
- Social and Behavioral Sciences
- Humanities
- Language and Rationality
- English Composition

○○ Communication and Analytical Thinking

Ethnic Studies must be offered in at least one of the four areas listed above. While a course might satisfy more than one GE requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a GE requirement and a major or area of emphasis requirement.

The Associate of Arts (AA) in Business Administration degree is designed to provide students with the interdisciplinary preparation necessary for upper division success, and a strong foundation for entering a variety of business fields in the private and public sectors. This degree includes coursework that is essential for entry-level positions and enhances the knowledge base of students who are seeking career progression.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

There was no request for resource allocation in the last program review cycle.

- **5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

In the next four years, we envision the Business Administration 2.0 Associate in Science for Transfer degree program becoming a leader in innovative curriculum and student support. Our goals include expanding hands-on learning opportunities, building stronger industry partnerships, and offering more resources to help students succeed. We aim to engage students in real-world applications and ensure that all learners have the support they need to thrive.

These goals are closely aligned with the college's mission to provide a high-quality education and prepare students for success in their careers. By staying responsive to industry needs and focusing on student-centered growth, we will contribute to the college's strategic priorities of enhancing student success and fostering inclusivity. Ultimately, we hope to create a program that not only supports academic excellence but also prepares students for a successful future.

Specific and Measurable Goals:

1. Update all courses and degrees to comply with the Cal-GETC Infrastructure and Operational Alignment requirements
2. Develop a brochure or other marketing material for the Business Department, independently or through the college catalog
3. Include at least one course as part of a special academic program, such as Umoja, Enlace, or Aspire.

## Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'19-F'23 average		73.04%		

### Courses with no Degree or Certification

ACCTG 001A - Principles of Financial Accounting

\*\*Modify Course\*\*

ACCTG 001B - Managerial Accounting

\*\*Modify Course\*\*

BUS 060 - Fundamentals of Business Statistics

\*\*Create / Modify DE Course\*\*

Created: 04/21/2022

Originator: Melody Barta

Created: 10/22/2022

Originator: Robert Brown

Created: 08/31/2020

Originator: Emon Graves

BUS 082 - Introduction to Business  
 \*\*Create / Modify DE Course\*\*  
 ECON 010B - Introduction to Microeconomic Theory  
 \*\*Modify Course\*\*  
 ECON 010A - Principles of Macroeconomic Theory  
 \*\*Modify Course\*\*  
 MATH 061 - Finite Mathematics  
 \*\*Create / Modify DE Course\*\*  
 MATH 062 - Calculus for Business and Social Science  
 \*\*Modify Course\*\*  
 MATH 066 - Calculus I Late Transcendentals for STEM  
 \*\*SLO Only Course\*\*  
 MATH 071 - Calculus I with Analytic Geometry  
 \*\*Modify Course\*\*

Created: 02/09/2017  
 Originator: Henry Gee  
 Created: 09/06/2022  
 Originator: Michael Risso  
 Created: 09/07/2022  
 Originator: Michael Risso  
 Created: 06/19/2020  
 Originator: Laimi Cong-Huyen  
 Created: 10/20/2023  
 Originator: Laimi Cong-Huyen  
 Created: 03/07/2021  
 Originator: Teck Ky  
 Created: 03/10/2022  
 Originator: Tin Quach

**Program Success Rate 80.51%**

**Program Set Standard**: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

**Program Set Standard 72.45%**

**Recommendation**: 90% of the 4 year average success rate could be your program standard (average x 0.9).

**Program Success Goal**: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

**Program Success Goal 74%**

- **Is your program success rate higher or lower than the campus?**

The Business Administration 2.0 Associate in Science for Transfer degree program's success rate is 80.51%, which is 6.51% higher than EVC's institution set standard for success rate of 74%.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

The Business Administration 2.0 Associate in Science for Transfer degree program's success rate of 80.51%, is 6.51% higher than EVC's institution set standard for success rate of 74%, and reflects the Business Department's dedication to fostering student success both in and outside the classroom.

This achievement is rooted in several key strategies. The Business Department prioritizes student-centered instruction by incorporating engaging, inclusive teaching practices and real-world applications that make learning meaningful and relevant. Beyond the classroom, the Business Department's faculty and administrative staff actively connect students with campus resources such as tutoring, workshops, career services, and academic counseling to address challenges they may face.

Faculty and administrative staff maintain open communication and provide timely feedback, ensuring students feel supported and empowered to excel. Additionally, The Business Department's curriculum is thoughtfully aligned with transfer requirements and career outcomes, offering students a clear pathway to their academic and professional goals.

These combined efforts create a supportive learning environment that enables students to thrive, contributing to our program's higher-than-average success rate.

- **Is the current program success rate higher than the program set standard?**

The Business Administration 2.0 Associate in Science for Transfer degree program's success rate of 80.51%, is 8.06% higher than the program set standard of 72.45%.

- **How close is the program to meeting the program success goal?**

The Business Administration 2.0 Associate in Science for Transfer degree program success rates have been consistent overall. The program's success rate is currently 6.51% higher than the program success goal.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Yes – the program set standard and program success goal are still current and accurate.

#### Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 73 - 74.340%**  
**Program Average Total Enrolled**  
 2.000  
**Program Success Rate**  
 94.000
- **Asian: 8733 - 81.380%**  
**Program Average Total Enrolled**  
 194.000  
**Program Success Rate**  
 89.370
- **Black or African American: 459 - 62.330%**  
**Program Average Total Enrolled**  
 9.000  
**Program Success Rate**  
 58.000
- **Hawaiian/Pacific Islander: 64 - 63.480%**  
**Program Average Total Enrolled**  
 2.000  
**Program Success Rate**  
 62.500
- **Latinx: 8737 - 65.770%**  
**Program Average Total Enrolled**  
 173.000  
**Program Success Rate**  
 73.160
- **Two or More Races: 595 - 71.790%**  
**Program Average Total Enrolled**  
 15.000  
**Program Success Rate**  
 81.530
- **Unknown: 933 - 73.560%**  
**Program Average Total Enrolled**  
 19.000

**Program Success Rate**

82.600

- **White: 1193 - 70.900%**

**Program Average Total Enrolled**

27.000

**Program Success Rate**

76.630

## Success Rates: Measures by Gender

- **Female: 11409 - 74.310%**

**Program Average Total Enrolled**

215.000

**Program Success Rate**

81.700

- **Male: 9287 - 71.460%**

**Program Average Total Enrolled**

227.000

**Program Success Rate**

80.370

- **No Value Entered: 91 - 72.150%**

**Program Average Total Enrolled**

1.000

**Program Success Rate**

83.330

## Success Rates: Measures by Age

- **17 & Below: 903 - 88.930%**

**Program Average Total Enrolled**

15.000

**Program Success Rate**

87.080

- **18-24: 14103 - 71.450%**

**Program Average Total Enrolled**

306.000

**Program Success Rate**

81.640

- **25-39: 4017 - 73.590%**

**Program Average Total Enrolled**

97.000

**Program Success Rate**

78.900

- **40 & Over: 1761 - 76.680%**

**Program Average Total Enrolled**

24.000

**Program Success Rate**

79.850

- **Unknown: 4 - 43.920%**

**Program Average Total Enrolled**

1.000

**Program Success Rate**

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

An analysis of disaggregated success rates revealed notable trends within the Business department. Success rates for most racial and ethnic groups as well as specific age and gender categories, were the same or higher than the overall program average. However, the success rates of some racial and ethnic groups were lower than the overall program average.

Among racial and ethnic groups, Black or African American students with an average total enrollment of 9 students had the lowest success rate at 58% (n=9), followed by Hawaiian/Pacific Islander students with an average total enrollment of 2 students at 62.5% (n=2), Latinx students at 73.16% (n=173), and White at 76.63% (n=27). Comparatively, American Indian, Asian, and Two or More Races students achieved a higher success rate of 94.44% (n = 2), 89.37% (n=194), and 82.60% (unknown) respectively. Students identifying Unknown categories had success rates of 81.53% (n=15) and 82.60% (n=19).

The aforementioned equity gaps highlight the need for targeted interventions to support underrepresented student populations.

In terms of gender, female students had a success rate of 81.70% (n=215), while male students had a slightly lower rate of 80.37% (n=227). By age, students aged 25-39 and those 40 & Over exhibited lower success rates at 78.90% (n=97) and 79.85% (n=24), respectively, compared to students aged 18-24, who achieved a success rate of 81.64% (n=306).

During the next four years, the Business Department will regularly review our Student and Program Learning Outcomes in order to identify weaknesses and improve course materials. Further, Business faculty members will participate in Early Alert in order to identify students who may need additional assistance in and/or out of the classroom as soon as practical.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

With respect to disaggregated success rates, student performance in the program shows both strengths and areas for improvement in reaching our program set standard for student success and the program success goal.

**Ethnicity/Race:** While the overall program success rate is strong, disparities exist among racial and ethnic groups. American Indian, Asian, Unknown, and Two or More Races students had the highest success rate at 94.44% (n = 7), 89.37% (n=194), 82.60% (n=19), and 81.53% (n=15), exceeding the program set standard and success goal. However, Black or African American had a significantly lower success rate of 58% (n=9), followed by Hawaiian/Pacific Islander students at 62.5% (n=2), Latinx students at 73.16% (n=173), and White students at 76.63% (n = 27). These gaps highlight the need for targeted interventions to support underrepresented student populations.

**Gender:** Success rates among genders were relatively consistent, with female students achieving 81.70% (n=215) and male students achieving 80.37% (n=227). Both groups met the program set standard, though there is room to further close the slight gap and ensure both genders consistently reach the program success goal.



**Age:** Success rates varied significantly across age groups. Students aged 18-24, the largest group, performed well at 81.64% (n=306), meeting the program set standard and approaching the program success goal. However, students aged 25-39 and 40 & Over had success rates of 78.90% (n=97) and 79.85% (n=24), respectively, falling slightly below the program average. The performance of these older student groups suggests a need to explore strategies that address their unique challenges, such as balancing education with work and family responsibilities.

Overall, while many groups meet the program set standard, achieving the program success goal across all demographics will require continued efforts. Current strategies, such as collaborative discussions, enhanced instructor feedback, and revised curricula, are aimed at addressing these gaps. The department will continue to monitor disaggregated success rates and refine its approaches to ensure equitable outcomes for all students.

## Program Awards - If Applicable

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If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx) ([http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx))

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **AS-T**

**Number of Awards (Examine 2019-20, 2020-21 data, 2021-22 data and 2022-23 data)**

960

**Discussion**

The number of AS awards for this program in recent years is listed as follows:

2018-2019: 234 awards

2019-2020: 206 awards

2020-2021: 280 awards

2021-2022: 240 awards

The total number of awards between 2018 and 2022 is 960.

## Student Enrollment Types

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Student Enrollment Type: Day or Evening Student

- **Day: 4195 - 48.750%**

**Program Average Headcount**

217.000

**Program Percentage of Total**

48.870

- **Day & Evening: 2069 - 23.890%**

**Program Average Headcount**

121.000

**Program Percentage of Total**

27.250

- **Evening: 827 - 9.610%**  
**Program Average Headcount**  
41.000  
**Program Percentage of Total**  
9.230
- **Unknown: 1467 - 17.760%**  
**Program Average Headcount**  
63.000  
**Program Percentage of Total**  
14.180

Student Enrollment Type: Academic Load

- **Full Time: 2740 - 32.000%**  
**Program Average Headcount**  
232.000  
**Program Percentage of Total**  
52.250
- **Half Time or less than half time: 5614 - 65.600%**  
**Program Average Headcount**  
204.000  
**Program Percentage of Total**  
45.940
- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

The Business Administration - Associate in Science for Transfer (AS-T) program has demonstrated a significantly higher proportion of full-time students compared to Evergreen Valley College's (EVC) overall enrollment trends. Specifically, 52.25% of the program's students are enrolled full-time, compared to just 32.00% college-wide. This suggests that a larger portion of Business Administration students are prioritizing their academic pursuits and may be working towards completing their degree within a shorter timeframe.

Conversely, 45.94% of the program's students are enrolled part-time, which is noticeably lower than the EVC average of 65.60%. This indicates that fewer Business Administration students are balancing their studies with substantial external commitments, such as work or family obligations, compared to the general student population.

These enrollment patterns reflect the program's ability to attract and support full-time students, perhaps due to its clear pathway for transfer to a four-year institution. It also underscores the importance of maintaining flexible options, such as hybrid or evening classes, to accommodate the nearly half of students who are enrolled part-time. These efforts are crucial in continuing to support both full-time and part-time students in achieving their educational goals.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The data for the Business Administration - Associate in Science for Transfer (AS-T) program highlights the distribution of students by their attendance patterns compared to Evergreen Valley College (EVC) as a whole. The program's headcount aligns closely with EVC's overall distribution for students attending during the day, with 48.87% of the program's students enrolled in day classes compared to 48.75% across the college.

For students attending both day and evening classes, the program has a notably higher percentage (27.25%) compared to EVC's overall percentage (23.89%). This suggests that a significant portion of Business Administration - AS-T students may have schedules requiring greater flexibility, potentially balancing school with work or other commitments.

Evening-only attendance is slightly lower in the program (9.23%) than EVC overall (9.61%), while the **"Unknown"** category for attendance patterns is higher within the program (14.18%) compared to the college (17.76%).

These trends indicate that the program serves a diverse range of student needs, including those who require flexible schedules. The higher percentage of day and evening attendees may reflect the demand for courses offered in hybrid and online modalities. Addressing the needs of "Unknown" students through better data collection or targeted support could further enhance the program's effectiveness in serving its population.

- **c. Based on the data, would you recommend any changes?**

Based on the data, we recommend implementing several changes to better support the diverse needs of students in the Business Administration - Associate in Science for Transfer (AS-T) program.

- While the program has a higher proportion of full-time students (52.25%) compared to Evergreen Valley College's overall average (32.00%), the significant portion of part-time students (45.94%) highlights the need for increased flexibility in course offerings.
- Additionally, providing targeted academic support services, such as virtual tutoring and advising, during non-traditional hours can further support for part-time students' success.

For full-time students, enhancing opportunities for internships, career services, and networking events could help align academic pursuits with professional development. These strategies would not only support retention and success but also make the program more attractive to a wider range of students.

## Student Demographics - Headcount

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Student Demographic: Gender

- **Female: 4755 - 55.610%**  
**Program Headcount**  
 215.000  
**Program Percentage of Total**  
 48.450
- **Male: 3758 - 43.850%**  
**Program Headcount**  
 228.000  
**Program Percentage of Total**  
 51.360
- **No Value Entered: 46 - 0.540%**  
**Program Headcount**  
 1.000  
**Program Percentage of Total**  
 0.280

Student Demographic: Age

- **17 & Below: 562 - 6.570%**  
**Program Headcount**

15.000

**Program Percentage of Total**

3.360

- **18-24: 5092 - 59.440%**

**Program Headcount**

312.000

**Program Percentage of Total**

70.500

- **25-39: 2004 - 23.480%**

**Program Headcount**

93.000

**Program Percentage of Total**

20.890

- **40 & Over: 897 - 10.480%**

**Program Headcount**

24.000

**Program Percentage of Total**

5.210

- **Unknown: 3 - 0.030%**

**Program Headcount**

1.000

**Program Percentage of Total**

0.200

## Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 29 - 0.340%**

**Program Headcount**

2.000

**Program Percentage of Total**

0.440

- **Asian: 3526 - 41.210%**

**Program Headcount**

187.000

**Program Percentage of Total**

42.100

- **Black or African American: 213 - 2.500%**

**Program Headcount**

10.000

**Program Percentage of Total**

2.320

- **Hawaiian/Pacific Islander: 26 - 0.310%**

**Program Headcount**

2.000

**Program Percentage of Total**

0.410

- **Latinx: 3519 - 41.150%**

**Program Headcount**

182.000

**Program Percentage of Total**

40.970

- **Two or More Races: 248 - 2.920%**

**Program Headcount**

16.000

**Program Percentage of Total**

3.520

- **Unknown: 419 - 4.830%**

**Program Headcount**

20.000

**Program Percentage of Total**

4.380

- **White: 578 - 6.750%**

**Program Headcount**

27.000

**Program Percentage of Total**

6.150

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The Business Administration - AS-T program has experienced growth in recent years, with increasing enrollment, particularly in full-time and part-time students. This growth is attributed to the rising demand for business education, the program's implementation of a student centered and equity-based pedagogy, and expansion of hybrid and online courses.

**Key Insights:**

- **Success Rates:** Asian students have the highest success rate at 89.37%, while Black or African American students have a lower rate of 58.00%, indicating a need for targeted support. Latinx students show a moderate success rate of 73.16%. Female students (81.70%) and male students (80.37%) have comparable success rates, while adult learners (25-39 and 40+ age groups) show slightly lower success rates.
- **Enrollment Trends:** The program's enrollment continues to grow, driven by flexible course offerings. However, success gaps remain for underrepresented groups and non-traditional students.

I suggest the following recommendations for the next steps:

1. **Enhance Support for Underrepresented Groups:** Based on the data, it's necessary to implement targeted initiatives to boost success rates among Black or African American and Latinx students. This includes dedicated mentorship programs, culturally responsive curriculum enhancements, and increased access to academic resources.
2. **Expand Flexible Learning Options:** Gradual increase of in-person, online and hybrid course offerings to accommodate the diverse needs of adult learners, working professionals, and students managing complex schedules. These options can increase enrollment and retention by removing barriers to educational access.

These targeted strategies are essential to building an inclusive, flexible, and supportive learning environment that meets the needs of a diverse student population.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Based on the provided data, below is the analysis regarding gaps in program enrollment compared to campus demographics:

**Gender Representation:** The program shows a smaller proportion of female students (48.45%) compared to the campus average (55.61%). Male students are enrolled at a higher rate in the program (51.36% vs. 43.85% campus average).

**Age Distribution:**

- Students aged 18-24 make up 70.50% of the program, higher than the campus proportion of 59.44%, indicating strong enrollment among younger adults.
- Conversely, students aged 25-39 (20.89% in the program vs. 23.48% on campus) and 40+ (5.21% in the program vs. 10.48% campus average) are underrepresented, highlighting a potential gap in engaging older learners.

**Ethnic Representation:**

- Black or African American students are slightly underrepresented in the program (2.32%) compared to the campus (2.50%).
- Latinx students, while making up 40.97% of the program, are proportionally close to the campus average (41.15%).
- Other groups, such as Hawaiian/Pacific Islander (0.41% program vs. 0.31% campus) and Asian students (42.10% program vs. 41.21% campus), align closely with campus demographics.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

We suggest the following recommendations to address the identified gaps in program enrollment:

**Gender Representation:**

- **Outreach and Recruitment Campaigns:** Partner with local high schools, community organizations, and women-focused groups to highlight the program's opportunities for female students, particularly in fields with traditionally lower female participation.
- **Scholarships and Incentives:** Create scholarships targeted at female students to encourage enrollment, along with incentives like free workshops or introductory courses.
- **Mentorship Programs:** Pair female students with successful alumni or professionals in their field of study to foster connections, build confidence, and create a supportive environment.

**Age Representation**

- **Flexible Learning Options:** Gradually offer more online and hybrid courses to accommodate adult learners managing jobs, families, or other commitments.
- **Career Development Workshops:** Provide tailored career services such as resume-building, job placement assistance, and networking events designed for adult learners re-entering the workforce or transitioning careers.
- **Support Services for Older Students:** Establish childcare resources, peer networks, and advising tailored to the unique challenges faced by students aged 25 and older, particularly those who are first-generation college attendees.

**Ethnic Representation**

- **Community Engagement Initiatives:** Collaborate with local organizations and cultural centers serving Black or African American and other underrepresented communities to raise awareness about the program.

- **Culturally Relevant Curriculum:** Introduce courses or content that reflect the cultural and historical experiences of underrepresented groups to foster a sense of belonging.
- **Faculty and Staff Representation:** Actively recruit diverse faculty and staff members to create an inclusive learning environment that reflects the diversity of the student body.

By implementing these strategies, we believe the program can better align with the campus demographic profile, increase inclusivity, and strengthen overall enrollment and retention.

## Institutional Effectiveness

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EVC Capacity: 61.69% EVC Productivity: 13.26

### Program Capacity

71.32%

### Program Productivity

17.29

#### Is your capacity rate higher or lower then the campus?

Our average capacity rate is 9.63% higher than the campus.

#### Is your productivity goal higher or lower than the campus?

Our average productivity goal is 4.23 points higher than the campus.

#### If the program capacity and/or productivity is lower than the campus, please provide rationale

The Business Department's program capacity and/or productivity are currently higher than the campus's.

## Curriculum

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### Related Assessments

1A spring 2024- Created: 07/24/2024 New Section Level SLO Assessment Report Originator: Robert Brown (/Form/Module/Index/5524)

test- Created: 10/16/2023 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/5042)

test- Created: 09/28/2022 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/2884)

Test- Created: 03/09/2023 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/3442)

xx- Created: 03/14/2025 New Section Level SLO Assessment Report Originator: Robert Brown (/Form/Module/Index/6156)

1B Spring 2024- Created: 08/30/2024 New Section Level SLO Assessment Report Originator: Robert Brown (/Form/Module/Index/5596)

BUS 060 - Fundamentals of Business Statistics - Created: 02/24/2025 New Section Level SLO Assessment Report Originator: Emon Graves (/Form/Module/Index/6119)

BUS 060- Created: 11/27/2021 New Section Level SLO Assessment Report Originator: Emon Graves (/Form/Module/Index/1902)

BUS 082- Created: 02/24/2025 New Section Level SLO Assessment Report Originator: Emon Graves (/Form/Module/Index/6122)

BUS 82 - Introduction to Business- Created: 03/30/2022 New Section Level SLO Assessment Report Originator: Emon Graves (/Form/Module/Index/2442)

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Econ 10 A- Created: 10/26/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5758)

ECON 10A- Created: 04/06/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5432)

ECON 10A- Created: 10/26/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5757)

Econ 10A- Created: 11/02/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5780)

Econ 10 B- Created: 10/26/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5760)

Econ 10 B- Created: 10/26/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5762)

ECON 10B- Created: 04/06/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5434)

ECON 10B- Created: 10/26/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5759)

Econ 10B- Created: 11/02/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5781)

Math 061 Fall 2021- Created: 02/06/2022 New Section Level SLO Assessment Report Originator: Sylvia Anderson (/Form/Module/Index/2253)

MATH66-SLOF24- Created: 12/17/2024 New Section Level SLO Assessment Report Originator: Teck Ky (/Form/Module/Index/5991)

MATH 066-F23SLO Assessment- Created: 02/21/2024 New Section Level SLO Assessment Report Originator: Teck Ky (/Form/Module/Index/5303)

MATH066 F2021- Created: 03/20/2022 New Section Level SLO Assessment Report Originator: Teck Ky (/Form/Module/Index/2376)

MATH 071- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Tin Quach (/Form/Module/Index/3813)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

Since the last comprehensive program review, the Business (BUS) department has made the following curriculum updates to maintain relevance and compliance with academic and industry standard.

#### **1. Updated Courses:**

- **BUS 060 Business Statistics:** The course has undergone updates to its course objectives, course content, and assessment methods to ensure stronger alignment with current industry standards and practices.
- **BUS 082 Introduction to Business:** The course has undergone updates to its course objectives, course content, and assessment methods to ensure stronger alignment with current industry standards and practices.
- **BUS 071 Legal Environment of Business:** The course has undergone updates to its course objectives, course content, and assessment methods to ensure stronger alignment with current industry standards and practices.
- **BUS 004 Business Plan Development:** The course has undergone updates to its Student Learning Outcomes (SLOs), course content, and assessment methods to ensure stronger alignment with current industry standards and practices.
- **BUS 006 Introduction to Small Business Management:** The course has undergone updates to its Student Learning Outcomes (SLOs), course content, and assessment methods to ensure stronger alignment with current industry standards and practices.
- **BUS 009 Introduction to Entrepreneurship:** The course has undergone updates to its Student Learning Outcomes (SLOs), course content, and assessment methods to ensure stronger alignment with current industry standards and practices.
- **BUS 084 Introduction to Marketing Principles:** The course has undergone updates to its Student Learning Outcomes (SLOs), course content, and assessment methods to ensure stronger alignment with current industry standards and practices.

#### **2. Future Updates:**



The Business department has prioritized curriculum updates for the following courses in the 2025-2026 academic year. The course outline revisions will adhere to the planned 6-year curriculum revision cycle.

Course	Timeline
BUS 060 Business Statistics	2029- 2030
BUS 071 Legal Environment of Business	2029 - 2030
BUS 082 Introduction to Business	2029 - 2030
BUS 004 Business Plan Development:	2029 - 2030
BUS 006 Introduction to Small Business Management	2029 - 2030
BUS 009 Introduction to Entrepreneurship	2029 - 2030
BUS 084 Introduction to Marketing Principles	2029 - 2030
BUS 060 Business Statistics	2030 - 2031
BUS 071 Legal Environment of Business	2030 - 2031
BUS 082 Introduction to Business	2031 - 2031

Timeline for Course Outline Revision: These updates and plans reflect the department's commitment to maintaining academic integrity, addressing student and workforce needs, and aligning with institutional goals.

- 2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

## I. Courses offered in the Business Administration - Associate in Science for Transfer program.

The following courses are offered in the Business Administration - Associate in Science for Transfer program

Course	Title	Units
Core Requirements		
ACCTG 001A	Principles of Financial Accounting	4
ACCTG 001B	Managerial Accounting	4
BUS 060	Fundamentals of Business Statistics	3
BUS 071	Legal Environment of Business	3
BUS 082	Introduction to Business	3
ECON 010A	Principles of Macroeconomic Theory	3
ECON 010B	Introduction to Microeconomic Theory	3
One of the following Math courses:		3-5
MATH 061	Finite Mathematics	
MATH 062	Calculus for Business and Social Science	
MATH 066	Calculus I Late Transcendentals for STEM	

Course	Title	Units
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MATH 071	Calculus I With Analytic Geometry	
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These core courses ensure students gain essential knowledge and skills relevant to business and economics, aligning with transfer requirements for four-year programs.

1. **Accounting (ACCTG 001A & 001B):** Students will learn topics including the accounting cycle, preparation and analysis of financial statements, internal control, depreciation, inventories, receivables, liabilities, stockholders' equity, ethical issues, and accounting as a decision-making tool.
2. **Business Statistics (BUS 060):** Students will learn how to collect, analyze, interpret, and present numerical data for the purpose of making more effective decisions. Topics include: collection and presentation of data, measures of central value and spread, probability, sampling and the sampling distribution of the sample average, estimation via confidence intervals, hypothesis testing, and regression and correlation. This
3. **Legal Environment (BUS 071):** Students study laws and regulations affecting business decisions, including legal concepts and cases in the areas of ethics, business torts, contracts, consumer and merchant sales, competition, environment, agency, employment and business organizations.
4. **Introduction to Business (BUS 082):** Students are introduced to the business functions and practices as they have developed over time in the U.S. Students will be introduced to topics such as organizational structure and behavior, management, marketing, finance and accounting, operations and information systems, and ethical responsibilities of corporations. Special emphasis will be placed on the emergence of global business, its impact and the significance of small businesses.
5. **Economics (ECON 010A & 010B):** Students will learn about forces affecting national economies such as variations in money and credit, income, output, productivity, employment, prices and inflation. ECON 010A examines monetary and fiscal theories, explains the role the government plays in the U.S. and other national economies as a result of monetary and fiscal policies and through the exercise of its regulatory powers. The course also provides an overview of how changes in inflation rates, interest rates, and the international value of the dollar reflect variations in the economy. This course provides an overview of the effects the government has upon businesses and households as a result of its taxation and spending policies
6. **Mathematics Options (MATH 061, 062, 066, 071):** Students will learn varying levels of mathematical rigor, equipping students with tools for optimization, quantitative analysis, and decision-making.

This curriculum builds a strong foundation in business and quantitative disciplines, ensuing relevance for academic advancement and future careers in a competitive marketplace.

## II. Courses offered in the Business Division

The following courses have been offered within the BUS department.

Course	Last offered
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BUS 004: Business Plan Development	Spring 2019
BUS 006: Introduction to Small Business Management	Fall 2024
BUS 009: Introduction to Entrepreneurship	Summer 2024
BUS 060: Business Statistics	Fall 2024
BUS 071: Legal Environment of Business	Fall 2024
BUS 082: Introduction to Business	Fall 2024
BUS 084: Introduction to Marketing Principles	Fall 2024

**BUS 004 Business Plan Development:** Students will learn how to develop a business plan for the creation of a business, including the organizing, marketing, operating and financing of a business. Risk analysis will be covered in the course.

**BUS 006 Introduction to Small Business Management:** This course explores the complex process of entrepreneurship from identifying a viable business idea to creating a successful start-up, including planning for growth and continuing innovation, as well as avoiding pitfalls while launching an idea into a business. This course provides students a good introduction for individuals seeking to create and manage a start-up business.

**BUS 009 Introduction to Entrepreneurship:** In this course, students will study the principles of entrepreneurship and focus on the entrepreneurial process, opportunity recognition, entry strategies, market opportunities, the development of a successful business plan, and financial projections.

**BUS 084 Introduction to Marketing Principles:** This course provides students with an introduction to the theory and practice of marketing as well as the integration of marketing activities of a business. Students will study marketing research, management of products and services, pricing policies and strategies, channels of distribution, physical distribution and logistics management, promotion strategies and tactics, government regulations, and marketing ethics.

### III. Deactivated Course

- **BUS 138 Work Experience** was deactivated as it no longer meets the new Title 5 requirements, ensuring compliance with state regulations.
- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

Term 1	Units	CSU GE	IGETC FOR CSU	NOTES
ENGL 001A	3	A2	1A	
BUS 082	3			CORE
GE	3	A1	1C	
GE	3	C1	3A	
GE	3	E	Transferable Elective	
<b>Total Units</b>	<b>15</b>			

Term 2	Units	CSU GE	IGETC for CSU	NOTES
ECON 010A	3	D	4	CORE - Or ECON 010B
BUS 060	3	B4	2A	CORE
GE	3	A3	1B	
GE	3	C2	3B	
GE	3 - 4	B1/B3	5A/5C	

<b>Total Units</b>	<b>15 - 16</b>			
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<b>Term 3</b>	<b>Units</b>	<b>CSU GE</b>	<b>IGETC for CSU</b>	<b>NOTES</b>
ACCTG 001A	4			CORE
MATH 062	3	B4	2A	CORE- Or 1 of these Calculus Courses MATH 066 or MATH 071
BUS 071	3			CORE
GE	3	D	4	US-1, US-2, US-3*
GE	3	C1 or C2	3A or 3B	
<b>Total Units</b>	<b>16</b>			

<b>Term 4</b>	<b>Units</b>	<b>CSU GE</b>	<b>IGETC for CSU</b>	<b>NOTES</b>
ACCTG 001B	4			CORE
ECON 010B	3	D	4	CORE - Or ECON 010A
GE	3	F	4	
GE	3	B2	5B	
Transferable Electives	1			As needed to reach a minimum of 60 transferable units
<b>Total Units</b>	<b>14</b>			

For courses that meet the below graduation requirements, refer to the appropriate [general education pattern](https://www.evc.edu/current-students/degrees-certificates) (<https://www.evc.edu/current-students/degrees-certificates>). you are following (CSU GE or IGETC for CSU).

\* CSU Graduation Requirement: Student must complete a set of courses that meet the US-1, US-2 and US-3 American Institutions Requirement. Completing a set of courses that meet this requirement may take you over 60 units.

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

The Business Division has implemented several innovative strategies and pedagogical approaches to maximize student learning and success, significantly enhancing engagement and outcomes:

## **Innovative Strategies and Pedagogy**

### **1. Project-Based Learning:**

- Students engage in real-world applications by developing business plans, conducting market research, and creating marketing strategies for hypothetical or real businesses.
  - **Impact:** This hands-on approach enhances critical thinking, problem-solving, and teamwork skills while bridging the gap between theory and practice.
- 2. Integration of Technology:**
- The program incorporates tools such as financial modeling software, simulation platforms, and learning management systems to create an interactive learning environment.
  - **Impact:** Students gain proficiency in using industry-relevant tools, preparing them for technology-driven workplaces.
- 3. Guest Speakers and Industry Panels:**
- Professionals from various industries are invited to share their experiences, providing insights into entrepreneurship, marketing, and small business management.
  - **Impact:** These sessions expose students to current industry practices, build networking opportunities, and inspire practical applications of classroom knowledge.
- 4. Equity-Centered Practices:**
- Culturally responsive teaching methods and inclusive course materials are used to support diverse student backgrounds.
  - **Impact:** These practices create a welcoming environment, improve engagement, and reduce equity gaps in student achievement.
- 5. Capstone Projects and Competitions:**
- Students participate in capstone projects or entrepreneurship competitions where they pitch business ideas to panels of judges.
  - **Impact:** This experiential learning component boosts confidence, presentation skills, and the ability to think strategically under pressure.

## Overall Impact on Student Learning and Success

We believe these strategies will help enhance student engagement, improve critical business skills, and provide career-ready competencies. The blend of practical applications, technological integration, and supportive learning environments will positively increase success rates and provide better preparation for transfer and postgraduate opportunities.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

The Business Division has outlined comprehensive plans for future curricular development and program modifications to align with industry trends, academic standards, and student needs.

## Curricular Development

- 1. Regular Curriculum Updates:**
- Continued scheduled course updates to integrate modern examples, updated case studies, new technologies, and to ensure continued relevance.
- 2. Compliance with State and System Requirements:**
- The division is actively working to bring the **AS-T in Business** into compliance with the new **CalGETC (California General Education Transfer Curriculum)** transfer patterns, ensuring smooth pathways for university transfers.
  - Efforts are underway to align with the **Common Course Numbering** system, enhancing clarity and consistency for students across California Community Colleges.

## Program Degrees and Certificates

- 1. New Certificate Programs:**
- Research is being conducted to identify high-demand certificate programs that align with workforce needs, ensuring the division remains responsive to market trends.

## 2. Streamlining Existing Programs:

- Degree and certificate offerings are being reviewed to align with labor market demands and student interests, with a focus on consolidating overlapping programs for greater efficiency and clarity.

## Future Goals

- Strengthen articulation agreements with CSU system to enhance transfer pathways for students pursuing four-year degrees.
- Expand in-person, online, and hybrid course offerings to improve accessibility for working professionals and adult learners managing diverse responsibilities.
- Collaborate with advisory boards and industry professionals to ensure curriculum aligns with current workforce demands and prepares students for career success.

These initiatives reflect the division's commitment to maintaining a forward-thinking, accessible, and compliant curriculum that supports student success and transfer readiness.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

The **Business Administration - Associate in Science - Transfer** program is actively articulated with both local high school districts and four-year institutions to support seamless transitions for students and align with state and system standards.

## Articulation with High School Districts

- The program has established partnerships with local high schools to offer dual enrollment opportunities, enabling high school students to earn college credit for introductory business courses.
- Outreach initiatives, such as workshops and informational sessions, are conducted to familiarize high school students with the program's offerings and pathways to degrees and certificates.

## Articulation with Four-Year Institutions

### 1. Associate Degrees for Transfer (ADTs):

1. The program offers the **AS-T in Business Administration**, designed for students planning to transfer to CSU campuses. This degree guarantees admission to the CSU system (though not a specific campus or program) and ensures that students complete their lower-division requirements.
2. The division is currently working to update the AS-T to comply with the new Intersegmental **General Education Transfer Curriculum (IGETC)** standards, ensuring smooth transfer pathways for students.

### 2. Common Course Numbering (CID):

- All transferable courses align with the **Course Identification Numbering (CID) system**, providing consistency across California Community Colleges and ensuring articulation with CSU campuses.
- CID alignment ensures that students can transfer credits easily without delays or additional coursework.

### 3. Articulation Agreements:

- The program has formal agreements with CSU system to facilitate credit transfer and streamline students' academic progression.
- Collaboration with transfer centers ensures that articulation agreements remain current and responsive to any updates in transfer requirements.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

No external certification is required for this program.

## Student Learning Outcome and Assessment

**Related Assessments**

1A spring 2024- Created: 07/24/2024 New Section Level SLO Assessment Report Originator: Robert Brown (/Form/Module/Index/5524)

test- Created: 10/16/2023 New Section Level SLO Assessment Report Originator: CurriQunet SupportAdmin (/Form/Module/Index/5042)

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Econ 10 B- Created: 10/26/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5762)

ECON 10B- Created: 04/06/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5434)

ECON 10B- Created: 10/26/2024 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/5759)

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MATH 071- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Tin Quach (/Form/Module/Index/3813)

**Student Learning Outcomes**

ACCTG 001A - Principles of Financial Accounting - Record financial transactions using Generally Accepted Accounting Principles, assumptions, and constraints of underlying financial accounting theory through the accounting cycle. (Draft)

ACCTG 001A - Principles of Financial Accounting - Record financial transactions using Generally Accepted Accounting Principles, assumptions, and constraints of underlying financial accounting theory through the accounting cycle. (Active)

ACCTG 001A - Principles of Financial Accounting - Evaluate the internal control procedures and the ethical implications inherent in the principles used to manage and control a corporation's assets and enhance the reliability of accounting records. (Active)

ACCTG 001A - Principles of Financial Accounting - Evaluate the internal control procedures and the ethical implications inherent in the principles used to manage and control a corporation's assets and enhance the reliability of accounting records. (Draft)

ACCTG 001A - Principles of Financial Accounting - Prepare financial statements and statement analysis using current financial reporting and disclosure rules. (Draft)

ACCTG 001A - Principles of Financial Accounting - Prepare financial statements and statement analysis using current financial reporting and disclosure rules. (Active)

ACCTG 001A - Principles of Financial Accounting - Differentiate among current assets, fixed assets, current liabilities, long-term liabilities and stockholders' equity. (Active)

ACCTG 001A - Principles of Financial Accounting - Differentiate among current assets, fixed assets, current liabilities, long-term liabilities and stockholders' equity. (Draft)

ACCTG 001A - Principles of Financial Accounting - Measure cash flows of an entity using the Statement of Cash Flows. (Draft)

ACCTG 001A - Principles of Financial Accounting - Measure cash flows of an entity using the Statement of Cash Flows. (Active)

ACCTG 001A - Principles of Financial Accounting - Demonstrate the effect of the timing differences between revenue and capital expenditures. (Active)

ACCTG 001A - Principles of Financial Accounting - Demonstrate the effect of the timing differences between revenue and capital expenditures. (Draft)

ACCTG 001A - Principles of Financial Accounting - Identify the purpose and uses of the accounting cycle and the accounting information it produces including the journal and the ledger (Draft)

ACCTG 001A - Principles of Financial Accounting - Identify the purpose and uses of the accounting cycle and the accounting information it produces including the journal and the ledger (Active)

ACCTG 001B - Managerial Accounting - Distinguish between product and period costs, and fixed and variable costs. (Active)

ACCTG 001B - Managerial Accounting - Prepare a Schedule of Cost of Goods Manufactured, Schedule of Cost of Goods Sold, and Income Statement. (Active)

ACCTG 001B - Managerial Accounting - Describe the traditional types of product costing systems (including job-order, process and activity based), by illustrating the flow of costs in each, and preparing related accounting records and reports. (Active)

ACCTG 001B - Managerial Accounting - Analyze business decisions related to price, costs and profitability using concepts such as cost-volume profit analysis, contribution margin income statements, incremental analysis, and pricing models. (Active)

ACCTG 001B - Managerial Accounting - Prepare a master budget and its component schedules and relate the budget to planning and control. (Active)

ACCTG 001B - Managerial Accounting - Calculate and interpret variances from standard costs and relate them to responsibility accounting, ethical decision making, and control. (Active)

ACCTG 001B - Managerial Accounting - Use various methods such as payback and present value to calculate and either justify or deny capital expenditure decisions. (Active)

ACCTG 001B - Managerial Accounting - Identify and illustrate the primary activities and informational needs of managers and explain the role of the managerial accountant as an ethical member of the management team; compare and contrast financial and managerial accounting. (Active)

BUS 060 - Fundamentals of Business Statistics - Analyze raw data using measures of central location and dispersion, and graphs. (Active)

BUS 060 - Fundamentals of Business Statistics - Analyze raw data using measures of central location and dispersion, and graphs. (Active)

BUS 060 - Fundamentals of Business Statistics - Calculate probabilities for binomial and normal distributions. (Active)

BUS 060 - Fundamentals of Business Statistics - Calculate probabilities for binomial and normal distributions. (Active)

BUS 060 - Fundamentals of Business Statistics - Create confidence intervals for population means and proportions. (Active)



BUS 060 - Fundamentals of Business Statistics - Create confidence intervals for population means and proportions. (Active)

BUS 060 - Fundamentals of Business Statistics - Conduct hypothesis testing for population means and proportions. (Active)

BUS 060 - Fundamentals of Business Statistics - Conduct hypothesis testing for population means and proportions. (Active)

BUS 060 - Fundamentals of Business Statistics - Determine correlation between two variables to predict the value of a dependent variable. (Active)

BUS 060 - Fundamentals of Business Statistics - Determine correlation between two variables to predict the value of a dependent variable. (Active)

BUS 060 - Fundamentals of Business Statistics - Conduct a test of hypothesis comparing an observed set of frequencies to an expected distribution to determine whether two classification criteria are related. (Active)

BUS 060 - Fundamentals of Business Statistics - Conduct a test of hypothesis comparing an observed set of frequencies to an expected distribution to determine whether two classification criteria are related. (Active)

BUS 082 - Introduction to Business - Describe the conditions and structure of the contemporary business environment. (Active)

BUS 082 - Introduction to Business - Describe the conditions and structure of the contemporary business environment. (Active)

BUS 082 - Introduction to Business - Describe the conditions and structure of the contemporary business environment. (Active)

BUS 082 - Introduction to Business - Explain how business messages demonstrate business ethics and social responsibility. (Active)

BUS 082 - Introduction to Business - Explain how business messages demonstrate business ethics and social responsibility. (Active)

BUS 082 - Introduction to Business - Explain how business messages demonstrate business ethics and social responsibility. (Active)

BUS 082 - Introduction to Business - Discuss the role and impact of entrepreneurship and small business in U.S. business. (Active)

BUS 082 - Introduction to Business - Discuss the role and impact of entrepreneurship and small business in U.S. business. (Active)

BUS 082 - Introduction to Business - Discuss the role and impact of entrepreneurship and small business in U.S. business. (Active)

BUS 082 - Introduction to Business - Distinguish between accounting and finance and show the importance of each in business. (Active)

BUS 082 - Introduction to Business - Distinguish between accounting and finance and show the importance of each in business. (Active)

BUS 082 - Introduction to Business - Distinguish between accounting and finance and show the importance of each in business. (Active)

BUS 082 - Introduction to Business - Examine the role of the marketing function and its key components of customer relations, product and value, distribution and pricing, and advertising and promotion. (Active)

BUS 082 - Introduction to Business - Examine the role of the marketing function and its key components of customer relations, product and value, distribution and pricing, and advertising and promotion. (Active)

BUS 082 - Introduction to Business - Examine the role of the marketing function and its key components of customer relations, product and value, distribution and pricing, and advertising and promotion. (Active)

BUS 082 - Introduction to Business - Differentiate between motivational theory, leadership, and management as they impact business. (Active)

BUS 082 - Introduction to Business - Differentiate between motivational theory, leadership, and management as they impact business. (Active)

BUS 082 - Introduction to Business - Differentiate between motivational theory, leadership, and management as they impact business. (Active)

BUS 082 - Introduction to Business - Describe the challenges facing human resource planning and management. (Active)

BUS 082 - Introduction to Business - Describe the challenges facing human resource planning and management. (Active)

BUS 082 - Introduction to Business - Describe the challenges facing human resource planning and management. (Active)

BUS 082 - Introduction to Business - Explain how information and technology impact operational management. (Active)

BUS 082 - Introduction to Business - Explain how information and technology impact operational management. (Active)

BUS 082 - Introduction to Business - Explain how information and technology impact operational management. (Active)

ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy. (Active)

ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy. (Active)

ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy. (Active)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Active)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Active)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Active)

ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data. (Active)

ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data. (Active)

ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data. (Active)

ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Active)

ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Active)

ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Active)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity. (Active)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity. (Active)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity. (Active)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Active)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Active)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Active)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Active)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Active)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Active)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Active)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Active)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Active)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Active)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Active)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Draft)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Active)

MATH 061 - Finite Mathematics - Apply linear and exponential graphs and functions to the solution of related problems (CID #1). (Historical)

MATH 061 - Finite Mathematics - Apply operations on matrices including the Gauss-Jordan elimination and finding the inverse of a square matrix to solve a system of linear equations, and interpret the result (CID #3 and 4). (Historical)

MATH 061 - Finite Mathematics - Construct a system of linear equations to solve an applied problem (CID #2). (Historical)

MATH 061 - Finite Mathematics - Formulate and solve a linear programming problem with at least three variables (CID #5). (Historical)

MATH 061 - Finite Mathematics - Apply linear and exponential graphs and functions to the solution of related problems (CID #1). (Historical)

MATH 061 - Finite Mathematics - Apply operations on matrices including the Gauss-Jordan elimination and finding the inverse of a square matrix to solve a system of linear equations, and interpret the result (CID #3 and 4). (Historical)

MATH 061 - Finite Mathematics - Construct a system of linear equations to solve an applied problem (CID #2). (Historical)

MATH 061 - Finite Mathematics - Formulate and solve a linear programming problem with at least three variables (CID #5). (Historical)

MATH 061 - Finite Mathematics - Apply linear and exponential graphs and functions to the solution of related problems (CID #1). (Active)

MATH 061 - Finite Mathematics - Apply operations on matrices including the Gauss-Jordan elimination and finding the inverse of a square matrix to solve a system of linear equations, and interpret the result (CID #3 and 4). (Active)

MATH 061 - Finite Mathematics - Construct a system of linear equations to solve an applied problem (CID #2). (Active)

MATH 061 - Finite Mathematics - Formulate and solve a linear programming problem with at least three variables (CID #5). (Active)

MATH 061 - Finite Mathematics - Apply linear and exponential graphs and functions to the solution of related problems (CID #1). (Historical)

MATH 061 - Finite Mathematics - Apply operations on matrices including the Gauss-Jordan elimination and finding the inverse of a square matrix to solve a system of linear equations, and interpret the result (CID #3 and 4). (Historical)

MATH 061 - Finite Mathematics - Construct a system of linear equations to solve an applied problem (CID #2). (Historical)

MATH 061 - Finite Mathematics - Formulate and solve a linear programming problem with at least three variables (CID #5). (Historical)

MATH 061 - Finite Mathematics - Perform operations on sets including unions, intersections, and complements of sets, and use Venn diagrams to solve problems (CID #6). (Historical)

MATH 061 - Finite Mathematics - Perform operations on sets including unions, intersections, and complements of sets, and use Venn diagrams to solve problems (CID #6). (Active)

MATH 061 - Finite Mathematics - Perform operations on sets including unions, intersections, and complements of sets, and use Venn diagrams to solve problems (CID #6). (Historical)

MATH 061 - Finite Mathematics - Perform operations on sets including unions, intersections, and complements of sets, and use Venn diagrams to solve problems (CID #6). (Historical)

MATH 061 - Finite Mathematics - Model and solve business applications involving simple, compound interest, future and present value, annuities, sinking funds, and amortization (CID #10). (Historical)

MATH 061 - Finite Mathematics - Model and solve business applications involving simple, compound interest, future and present value, annuities, sinking funds, and amortization (CID #10). (Historical)

MATH 061 - Finite Mathematics - Model and solve business applications involving simple, compound interest, future and present value, annuities, sinking funds, and amortization (CID #10). (Active)

MATH 061 - Finite Mathematics - Model and solve business applications involving simple, compound interest, future and present value, annuities, sinking funds, and amortization (CID #10). (Historical)

MATH 061 - Finite Mathematics - Use the multiplication principle, permutations, combinations, and the concepts of conditional probability and independent events to compute probabilities of specified event (CID # 7, 8, and 9). (Historical)

MATH 061 - Finite Mathematics - Use the multiplication principle, permutations, combinations, and the concepts of conditional probability and independent events to compute probabilities of specified event (CID # 7, 8, and 9). (Active)

MATH 061 - Finite Mathematics - Use the multiplication principle, permutations, combinations, and the concepts of conditional probability and independent events to compute probabilities of specified event (CID # 7, 8, and 9). (Historical)

MATH 061 - Finite Mathematics - Use the multiplication principle, permutations, combinations, and the concepts of conditional probability and independent events to compute probabilities of specified event (CID # 7, 8, and 9). (Historical)

MATH 066 - Calculus I Late Transcendentals for STEM - Compute and interpret limits of a function using analytic and other techniques when they exist; when limits do not exist, give reasons why for their non-existence. (Rejected)

MATH 066 - Calculus I Late Transcendentals for STEM - Compute and interpret limits of a function using analytic and other techniques when they exist; when limits do not exist, give reasons why for their non-existence. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Compute and interpret limits of a function using analytic and other techniques when they exist; when limits do not exist, give reasons why for their non-existence. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Compute and interpret limits of a function using analytic and other techniques when they exist; when limits do not exist, give reasons why for their non-existence. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Compute derivatives using limit, differentiation formulas, and implicit differentiation. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Compute derivatives using limit, differentiation formulas, and implicit differentiation. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Compute derivatives using limit, differentiation formulas, and implicit differentiation. (Rejected)

MATH 066 - Calculus I Late Transcendentals for STEM - Compute derivatives using limit, differentiation formulas, and implicit differentiation. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Apply the definition of continuity to determine whether or not a function is continuous at a real number. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Apply the definition of continuity to determine whether or not a function is continuous at a real number. (Rejected)

MATH 066 - Calculus I Late Transcendentals for STEM - Apply the definition of continuity to determine whether or not a function is continuous at a real number. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Apply the definition of continuity to determine whether or not a function is continuous at a real number. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Apply differential calculus to sketch the graph of a function, to obtain the equation of the tangent line to a function, and to solve applications such as optimization and related rate problems. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Apply differential calculus to sketch the graph of a function, to obtain the equation of the tangent line to a function, and to solve applications such as optimization and related rate problems. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Apply differential calculus to sketch the graph of a function, to obtain the equation of the tangent line to a function, and to solve applications such as optimization and related rate problems. (Rejected)

MATH 066 - Calculus I Late Transcendentals for STEM - Apply differential calculus to sketch the graph of a function, to obtain the equation of the tangent line to a function, and to solve applications such as optimization and related rate problems. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Evaluate the definite integral using the limit of Riemann Sum, and using the Fundamental Theorem of Calculus. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Evaluate the definite integral using the limit of Riemann Sum, and using the Fundamental Theorem of Calculus. (Rejected)

MATH 066 - Calculus I Late Transcendentals for STEM - Evaluate the definite integral using the limit of Riemann Sum, and using the Fundamental Theorem of Calculus. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Evaluate the definite integral using the limit of Riemann Sum, and using the Fundamental Theorem of Calculus. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Use the definite integral to find areas and volumes. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Use the definite integral to find areas and volumes. (Active)

MATH 066 - Calculus I Late Transcendentals for STEM - Use the definite integral to find areas and volumes. (Rejected)

MATH 066 - Calculus I Late Transcendentals for STEM - Use the definite integral to find areas and volumes. (Active)

MATH 071 - Calculus I with Analytic Geometry - Compute and interpret limits of a function using analytic and other techniques when they exist; when limits do not exist, give reasons why for their non-existence. (Active)

MATH 071 - Calculus I with Analytic Geometry - Apply the definition of continuity in terms of limits to analyze the behavior of functions at a point, and explain why the function may not be continuous at a given point. (Active)

MATH 071 - Calculus I with Analytic Geometry - Compute the derivative of various functions using both the definition of a derivative of a function in terms of limits and differentiation formulas including implicit differentiation. (Active)

MATH 071 - Calculus I with Analytic Geometry - Apply differential calculus to the sketching of the graph of a function, to obtain the equation of the tangent line to a function, to optimization and related rate problems, and to applications from science, engineering, and economics. (Active)

MATH 071 - Calculus I with Analytic Geometry - Define and compute the definite integral as a limit of a Riemann sum to determine the area under the graph of a function, and evaluate definite integrals using the Fundamental Theorem of Calculus. (Active)

MATH 071 - Calculus I with Analytic Geometry - Apply integration to find area. (Active)

### Program Learning Outcomes

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Plans for improvement that have been implemented into your courses or program as a result of SLO assessment include the following:

- Provide students with more examples in the form of homework and review worksheets for better comprehension.
- Encourage students to collaborate in groups for increased learning and understanding.
- Increase time devoted to certain SLO's through lectures, discussions, and group work, and more quizzes.
- Motivate students to attend class regularly and on time, and encourage students to attend in-person and online tutoring.

Success story about the impact of SLO assessments on student learning:

The Business Department has implemented various assessment strategies. Students are regularly tasked with responding, in writing, to prompts during class under timed constraints. The prompts are aligned with the SLOs, and provide faculty members with an opportunity to assess students on a regular and consistent basis. If a student is falling behind, the faculty member can provide timely support through the Early Alert notification process.

## Faculty and Staff

### Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

The Business Program has one full-time faculty member, **Emon J.Graves** and two adjunct faculty members, **Anh (Mikayla) Tran** and **Charles R.Bohn**.

The Business Department Faculty are highly competent, creative and passionate teaching professionals with experience in curriculum enhancement, integrating technology into daily lessons, and creating a student-centered classroom environment based on mutual respect and collaboration. Further, Business Faculty members are excellent communicators with strong writing, research, and analytical skills. Moreover, Business Faculty are dedicated to fostering intellectual and personal growth by creating a challenging but fair environment, providing students with understanding and application of current business concepts, and skills necessary to effectively communicate their ideas to excel in the business environment.

Emon J. Graves

Area of Experience: Legal Environment of Business, Business Statistics, and Introduction to Business

**Lincoln Law School of Sacramento**, Sacramento, CA

Juris Doctor

**Golden Gate University**, San Francisco, CA

Master of Science, Human Resource Management

**Alabama A&M University**, Huntsville, AL

Bachelor of Science, Business Management

Charles R.Bohn,

Area of Experience: Legal Environment of Business, Introduction to Business

Anh (Mikayla) Tran,

Area of Experience: Introduction to Business

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

The Business Department should regularly attend EVC's Professional Development Days to ensure we are abreast of any changes to Departmental, Division, Campus, and/or District policies, procedures, or requirements.

In addition, all Business faculty members should complete EDIT 22, or an approved distance education course prior to the next Program Review.

## Additional Information

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Part G: Additional Information

## Prior Budget Usage

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**Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?**

No

**If yes, how much funding did you request?**

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

**Equipment**

**Supplies**

**Technology**

**Other (Contract, Subscriptions, Memberships, etc.)**

**Total**

**Are you requesting additional resources?**

No

If yes, please fill out the Resource Allocation Request page below.

## Future Needs and Resource Allocation Request

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Classified/Faculty

Equipment, Technology and Supplies

**Total**

## Criteria for Resource Allocation

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### Department Background & Performance

N/A

### Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

N/A

### Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

N/A

### Assessment results (could include: SAO/SLO)

N/A

### Additional Resources

Received fund 17, Strong Workforce Fund for PD and Travel and NIAs.

\$6320

### Previous use of funds

N/A

## Manager/Vice-President Prioritization

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### Total Amount Requested

### Total Amount Requested by Manager

Itemized List (should equal the total of the Total Amount Requested by the Manager):

### Amount Requested

**Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)**

### Supplies

### Supplies Ranking

### Equipment

17.29

### Equipment Ranking

### Technology

### Technology Ranking

**Other (Contract, Subscriptions, Memberships, etc.)**

### Other Ranking

## Attach Files

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Attached File

## IEC Reviewers

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### **IEC Mentor**

Maged Sayeed

### **IEC Second Reader**

Fahmida Fakhruddin