

Business and Paralegal Studies Department

AUP for Academic Year 2025-2026

October 2024

Describe Department/Unit

Connection to College Mission

It is the mission of the Department of Business Administration and Paralegal Department to provide courses and instruction that will meet the academic, career, and general education needs of our students, college, and communities. We provide instruction leading to transfer and local associate degrees and certificates in multiple occupational areas including: Business Administration; Business, Management; Entrepreneurship; Law, Public Policy, and Society; and Paralegal Studies. The programs in the Department provide life-long learning and support to students in their academic, technical, and vocational pursuits. The goals of our programs are to foster in students a lifelong desire to learn, a passion to excel, and a commitment to contribute actively to their local community. Students graduating from the department's programs will be prepared to transfer to a four-year institution to continue as students in Business, Business Administration, Business Management, Political Science, Law, or other comparable courses of studies. Students earning associate degrees, certificates, and awards that are under the Department will be prepared to enter the job market in entry level positions with a variety of focuses including but not limited to: help desk providers, administrative support specialists, paralegals, administration, managers, and other business areas.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Student Equity

Business Administration Program

The Business Administration Program review was completed in spring of 2021 and is scheduled to be reviewed again in spring of 2026. Since the program review, headcount, enrollment, and FTES have been declining. In the past year, the decline has been significant: 22.90%, 21.45%, and 16.71%, respectively. In addition, there are several equity gaps in headcount, completion, and success, as compared to college wide.

Race

Headcount. African American (11.6% vs. 5.3% CW) and American Indian (2.1% vs. 1.3% CW) student headcount as a percentage of program headcount is overrepresented as compared to the percentage of African American and Native American student headcount college wide. Hispanic (42.8% vs. 50% CW) student headcount as a percentage of program headcount is underrepresented as compared to the percentage of Hispanic student headcount college wide. Continuing to support access to the program for African American and American Indian students will be important going forward, while also renewing efforts to support access for Hispanic students.

Completion and Success. In the program, African American student completion (89% vs. 85% CW) and success (78% vs. 67% CW) rates are significantly better than those of African American students college wide. Hispanic student success rates (74% vs. 80%) and White student completion (85% vs. 91% CW) success (75% vs. 82% CW) rates, however, are significantly lower than college wide. In addition to supporting increased access to the program for Hispanic students, increased support for success and completion for both Hispanic and White students will be important.

Gender

Headcount. Male (51.4% vs. 39.3% CW) student headcount as a percentage of program headcount is overrepresented as compared to college wide. Female (44.4% vs. 58.1% CW) student headcount as a percentage of program headcount is

underrepresented compared to college wide. This is consistent with the national gender gap in business education. Over the past three years, the percentage of male students in the program has been decreasing (75.1% to 53.7%) and the percentage of female students in the program has been increasing (24.2% to 44.4%), mirroring the closing national gap in business education. Continued efforts to close the gender gap in the program is recommended.

Completion and Success. Although a greater percentage of male students are enrolling in the business administration program, their completion and success rates are significantly lower than completion (87% vs. 90% CW) and success (72% vs. 80% CW) rates for male students college wide. Female student completion (82% to 89%) and success (70% to 79%) rates have been increasing over the past five years and are consistent with completion and success rates for female students college wide. Increased efforts to support success and completion for male students in the program is recommended.

The Business Administration Program faculty have begun to submit curriculum for Peer Online Course Review (POCR), align curriculum and pedagogy with Open for Antiracism (OFAR) principles, and develop Zero Textbook Cost courses and pathways to attract a more racially diverse student body.

Paralegal Studies

Gender

It should be noted as well that this is primarily a female field of employment. While male students averaged about 22% of the paralegal program (KCCCD) increased from 18% last year and that is higher than the occupational average of 17.7% (EMSI). Our percentage of males in the program has also increased in the past five years (KCCCD). Therefore, our student percentages in that area may be less than the college wide percentage, yet they are reflective of the paralegal workforce.

Age

We have had a large increase in 17 or younger students from 6%to 8%. This has traditionally been a field of older persons or person increasing their skills for job advancement. There has been an influx of concurrent high school students in the past few semesters. We believe this to be attributed to changes in school structures and closures during and post-COVID with added online courses and access at the K-12 level. Cerro Coso also has many students that graduate from college before high school, so more high school students are finding our program as well. This increased interest also adds to our inquiry about adding dual enrollment programs at the area high schools as a goal for the program. The majority of student continue to fall between the 29-50 age group with is also consistent with employment.

Ethnicity

Ethnicity continues to fluctuate by year with the most consistent numbers for those declaring White and Hispanic/Latino. There was a decrease in African American students which are also numbers which tend to fluctuate the most each cycle.

AA-T Law, Public Policy, and Society

This is the third year for the program so the data is from the prior two years and show some patterns but not very much data for any trends.

Age

The primary age for this AA-T degree is the 18-25 year olds which appears consistent with this being a transfer degree for students wishing to continue on toward a 4-year degree and overall enrollments at the college.

Gender

Numbers of male and female declared students is fairly even. There are 44% male and 55% female with a difference of 98 and 122 students respectively. From 29 males and 26 females first year. The numbers remain fairly close and consistent even with the increase in enrollment.

Ethnicity

This degree is similar with the paralegal studies in ethnicity for students. Majority of students are declaring as white and Hispanic/Latino. Increase in all areas of ethnicity in the second year of degree. Will continue to monitor changes to see where additional needs can be met or remain consistent.

The Business Administration Program faculty have begun to submit curriculum for Peer Online Course Review (POCR), align curriculum and pedagogy with Open for Antiracism (OFAR) principles, and develop Zero Textbook Cost courses and pathways to attract a more racially diverse student body.

Paralegal Studies program also continues to submit to Peer Online Course Review (POCR), attend student equity through college, and align curriculum and pedagogy with Open for Antiracism (OFAR) principles to meet student needs. While there may appear to be equity gaps in some areas of the program between college and program enrollments, the program enrollments are on par with the region for job placement and employment.

The department as whole has also begun search for low costs ways for textbooks such as access to CengageUnlimited for classes and students for ebooks provided by the class and college in lieu of OER when not available to help with student success and preparedness for courses.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

No classes were assessed last term. Classes should be assessed coming semesters.

Outcomes Assessment: Results of Last Year's Assessments

The Business Administration Program review was completed in spring of 2021 and is scheduled to be reviewed again in spring of 2026. No courses have been assessed to date in this review cycle. All courses will be assessed during the 2024-25 and 2025-26 academic years prior to the next program review in Spring of 2026.

Paralegal Studies Program also assessing SLOs in 24-25 and ongoing follow up for courses.

Target Met?

Did Not Assess

Outcomes Assessment: Missed Targets

None as no assessment

Type:

SLO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

Outcomes Assessment: Schedule of This Year's Assessments

The **Business Administration Program** review was completed in spring of 2021 and is scheduled to be reviewed again in spring of 2026. No courses have been assessed to date in this review cycle. All courses will be assessed during the 2024-25 and 2025-26 academic years prior to the next program review in Spring of 2026.

Paralegal Studies Program also assessing SLOs in 24-25 and ongoing follow up for courses.

Program Review

Business Administration

Year of Last Program Review:

2020

Actions Taken in the Prior Year to Address Strategies:

Offering of BSAD courses and certificates on-ground at the EKC - Tehachapi location. The classes have begun being placed on the schedule for on-campus. Two ran Fall 2024 and two more are scheduled for Spring 2025. We will continue to monitor and market for on-ground classes at that campus.

Strategies Still to be Addressed:

Ongoing to grow on-ground presence and classes on EKC - Tehachapi location.

Paralegal

Year of Last Program Review:

2022

Actions Taken in the Prior Year to Address Strategies:

ABA approval - continue to gather information and prepare for application processes.

Strategies Still to be Addressed:

On-going continued progress for approval. Funding for final application submission.

Paralegal Studies and BSAD

Year of Last Program Review:

2020 and 2022

Actions Taken in the Prior Year to Address Strategies:

Dual Enrollment - department as a whole working towards more options for dual enrollment students in the program and locations.

Strategies Still to be Addressed:

On-going - continued growth to seek instructors and locations for offerings.

Paralegal Studies and BSAD**Year of Last Program Review:**

2020 and 2022

Actions Taken in the Prior Year to Address Strategies:

Marketing - ongoing process to build marketing with new staff and increase enrollments.

Strategies Still to be Addressed:

ongoing process to build marketing with new staff and increase enrollments.

Last Year's Initiatives

No prior year initiatives to report on.

Reminder of Initiatives for the Current Year**Reminder of Initiatives for the Current Year**

ABA approval process

Dual Enrollment

Program Growth at Prison

BSAD on-campus offerings and space at EKC - Tehachapi location

Plan Initiatives for Next Year**Initiatives for Next Academic Year**

ABA approval

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

American Bar Association (ABA) Approval. This has been added into the new 5 year Program Review Cycle. Fully online programs are now able to seek approval through the ABA. Funding will be needed for the process for application guide/workbooks, application fees, and potential site visits. This will be an ongoing project. Potential stipend for writing

application and going through processes should be considered.

An application fee of \$2500 is needed as well as funding for on-site visit during application processes. Annual fees are needed if approval is granted.

Early Observational Data, or "Lead" Measure(s):

Obtaining proper materials and application information and data. Assistance from OIR, dean, and others may be required. Reassigned time to complete application process.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Full-time faculty, department chair, Dean of CTE

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a 2- or 5- year program review strategy

Develop degree for Foundations in Business and Accounting Certificate of Achievement

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Develop degree for Foundations in Business and Accounting Certificate of Achievement. (Name is a work in progress). Take remaining BSOT courses through CIC to revise to BSAD course and incorporate into new Certificate and potentially as non-credit courses.

BSOT 070 3.0 Practical Math for Business and Consumers

BSOT 072 3.0 Introduction to (Financial) Accounting

BSOT 100 3.0 Introduction to Business Information

Those courses will be used with other existing BSAD course to create a foundational degree for students interested in accounting and business administration. Degree will assist students in progressing towards other degree completion or be as an end goal for students wishing to own their own business.

Early Observational Data, or "Lead" Measure(s):

Need for additional assistance for some students in these areas for success and completion of other BSAD courses in finance. Help students in general with completion and skills for BSAD areas of employment.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Chair and full-time faculty

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a 2- or 5- year program review strategy

Dual Enrollment

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Continue to work with service area High Schools for new and additional offerings in the paralegal studies and business administration degrees.

Early Observational Data, or "Lead" Measure(s):

Interest from high school, instructors, and increased enrollments from high school students concurrent enrollments see need to increase dual enrollment offerings.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Chair and full-time faculty

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a 2- or 5- year program review strategy

BSAD On-Campus Offerings and Space at EKC-Tehachapi Location

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Offering of BSAD courses and certificates on-ground at the EKC-Tehachapi location. This process was started, but COVID and unavailability of a stable space deterred and prevented students from signing up for online courses. Interest and need was investigated through outreach within the community. The offerings should be reestablished for students within the new facilities.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):**Person Responsible:**

Faculty, Chair, Dean, and assistance from other campuses

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a 2- or 5- year program review strategy

Evaluate Resource Needs

Facilities

There are no current needs for additional facilities. During the application process for ABA we will determine if library resources or other materials may be needed within the LRC

Information Technology

Business Administration

Continued support for LinkedIn Learning is needed.

To meet needs of students where zero cost textbooks are not available a request for CengageUnlimited through the college for students is an alternative option. This gives students full access to the Cengage catalog and majority of BSAD and PARA courses use Cengage for textbooks and tools. Books can be embedded in class through Canvas for student access.

Paralegal Studies

Continued funding for LEXIS+ for students at a current cost of approx. \$5,760+/year. Costs may vary by year and number of students. NexisUni access is currently provided by the library. We are also working with the Library/LRC to obtain Lexis+ for the college to meet library needs for ABA approval.

Textbook Access for Students

To meet needs of students where zero cost textbooks are not available to Paralegal Studies students a request for CengageUnlimited through the college for students is an alternative option. This gives students full access to the Cengage catalog and majority of BSAD and PARA courses use Cengage for textbooks and tools. There are 6 required courses and 2 electives students must take in the program. Only two classes have the option for ZTC. Seven courses (4 required and 3 electives) use Cengage materials. One required and one elective is ZTC. The other three (one required and two electives) use Aspen publishing because Cengage does not offer that subject area. The option can be obtained as a college or by class. Books can be embedded in class through Canvas for student access.

The LPPS degree also has two required courses that use Cengage for the law requirements.

<https://www.cengage.com/institutions/unlimited/>

Marketing

All Programs

The marketing of the program's degrees and certificates takes many forms. In addition to the program pages on the college website, the college's marketing department publicizes programs and events on a regular basis through print and digital media. The faculty in the department utilize several forms of social media, attend local community meetings such as the Chamber of Commerce and the Rotary, and participate in K-12 student awareness activities including the College's annual Career Exploration Day event. Banners and flyers are displayed throughout the community. The department keeps the counseling staff updated and local high schools are communicated with to promote the program and to provide students with clear, accurate information. Degree and certificate brochures have been created for distribution throughout the community and beyond and the CTE program guide has been updated. The brochures contain course requirements, expected learning outcomes, and directed employment possibilities. The department continually updates courses to stay current and provide students with the most relevant information related to offerings. Marketing is needed for this new program for awareness and enrollments for the program. Through professional development efforts, faculty are improving skills and knowledge related to the material that is offered. These efforts will assist the department in promoting the program(s). However, marketing is an ongoing and dynamic process, and the department is always looking for ways to expand and improve its efforts in this area to boost enrollment. Additional public service announcements, articles, social media, and direct mailings are areas that could be enhanced.

Professional Development

Business

Business The faculty's professional development needs are concentrated on discipline currency, technology tool use, and teaching enhancement. The mechanisms that are used to identify professional development needs are dependent on funding. Funding for activities that require it usually come from the department budget process. Many activities do not require funding so are usually identified by individual instructors. Professional development activities are concentrated in four areas: College Flex days, Lunch and Learns, conferences, advisory meetings, and online training provided by webinars, LinkedIn Learning, Coursera, edX, and @ONE.

Department members are active participants in the fall and spring Flex days as well as Lunch and Learns. Faculty attend the breakout sessions and provide a leadership role in areas of Canvas training, online sources for professional development, and diversity training.

For the most part, the faculty in the program choose their own activities. There is no concerted effort for faculty to participate in common professional development activities. Faculty have viewed many webinars over the last five years. Many of these are training videos pertaining to student learning outcomes, advanced features in Canvas, accessibility, equity, and culturally responsive teaching and learning. Each year, Advisory Committee meetings are held at the IWV and ESCC campuses. Members of the community attend and provide discussion and recommendations that relate to all the programs and certificates that are offered. There are no discernable differences between the activities that faculty participated in for online versus onsite uses. Even activities, such as Canvas trainings, that related directly to online teaching also transfer to onsite instruction due to the integration of the learning management system in onsite courses.

Paralegal Studies and AA-T Law, Public Policy, and Society

Continue to attend continuing legal education (CLE) to stay abreast of changes in the law and procedures for students. CLE is required for licensing and for those in the paralegal field. This includes attendance at CAPA, NALA, and other State Bar or other legal conferences, webinars, or trainings. Costs vary depending on travel, location, and if online options are available.

Other Needs

ABA approval process for AUP program goal.

American Bar Association (ABA) Approval. This has been added into the new 5 year Program Review Cycle. Fully online programs are now able to seek approval through the ABA. Funding will be needed for the process for application guide/workbooks, application fees, and potential site visits. This will be an ongoing project. Potential stipend for writing application and going through processes should be considered.

An application fee of \$2500 is needed as well as funding for on-site visit during application processes. Annual fees are needed

if approval is granted.

Staffing Requests

1000 Category - Certificated Positions

Business Administration

Location:

CC Online, EKC Tehachapi, Ridgecrest/IWV

Justification:

Replacement of two full-time business faculty: one for IWV to replace a retirement position; one for EKC-Tehachapi/ISEP to replace a resignation.

The department has had three full-time faculty and adjuncts to address student needs for classes and degree requirements in Business Administration until the end of Spring 2024. One faculty quit in Summer 2024 and another faculty has/will retire at the end of 2024-2025 term. This leaves only one full-time BSAD faculty. The department is requesting to replace the faculty to meet student needs. We cannot meet the need for classes and degree scheduling with only one full-time faculty member. Each of the full-time faculty had a fill load each semester and some overload to meet course and students needs. Faculty replacement is needed for the program(s).

2000 Category - Classified Staff

AUP Budget Worksheet for Paralegal - FY25

Fund	Org Description	Account Description	Program Title	Activity	Location	2024	2024	2025	2025	Notes	Increase?	If requesting increase of %5 or more			
						Adopted Budget	Actual Expenses	Adopted Budget	Request			In planning document	Data?	Relevance?	Operational Efficiency?
GU001					CI				\$ 2,500.00	For Bar Association approval for program	yes	AUP	This is a set value for application and annual fee	This allows for the student certifications to have value like in the LVN program	
LR001	Business Inst Dept	Non-Inst Supplies & Materials	Business and Commerce General		CP			\$ 2,500.00	\$ 1,500.00	materials for students in the Fire Camp	yes			students don't have access to paper and pencils that are needed	
LR001					CI				\$ 32,000.00	Cengage 180 day access codes for digital content					

Resource Requests																
Type of request		1 time or ongoing?		Requested amount		description/explanation					In planning document		Data?		Relevance?	Operational Efficiency?
Professional Devel ongoing				\$ 3,000.00		travel to conferences or continuing education					AUP		online conference for 3 faculty. Supplements StrongW		This helps with licensening and staying current	this is split with Strong Work force and we try to stay local or online to save costs