Business and Paralegal Studies for 2026-2027

Describe Department/Unit

Connection to College Mission

It is the mission of the Department of Business Administration and Paralegal Studies 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: administrative support specialists, paralegals, legal document assistants, entrepreneurs, administration, managers, and other business areas.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Actions Taken

Access to text books was provided through lottery funding for Cengage and other textbook subscriptions. Books provided to students where no OER is available allowed equal access to materials and

materials being available on day one. This was done to help with student success and retention as textbooks can be a barrier for many students to complete degrees. Students were able to submit work the first week without issue and ease of access to materials that could be embedded directly into the course(s).

Department faculty have begun to submit curriculum for Peer Online Course Review (POCR); align curriculum and pedagogy with Open for Antiracism (OFAR) principles, intersectionality and inclusivity; and develop Zero Textbook Cost courses or low costs options and pathways to attract a more diverse student body. Curriculum and support services will be reviewed as well to help with student success.

Gaps Identified

Business Administration Programs

Overall completion and success rates are below or close to the college overall success rates. Business 88% completion and 78% success where the college is 92% and 81% respectively. However, there has been an increase in enrollments overall from 870 to 1,018 in the past year. The increase included most enrollments of women in the program from 401 to 549. There is also an increase in Hispanic enrollments from 372 to 442, but a slight decrease in African American students from 101 to 94.

Rising Scholars has also dropped but that may still be attributed to what is happening with the prison education system.

The programs are going through a revision during this cycle to make clear pathways to graduation for all degrees. The degrees will also be more interconnected to help students reach various levels in the degree offering from smaller Certificates of Achievements up to the Transfer degree. We will also begin offering the Entrepreneurship degree in Spanish and hope to offer more in the future.

Paralegal Studies Programs

Overall completion and success rates are below or close to the college overall success rates. Completion rates also continue to fluctuate from year to year but stay within the same range. This past year has dropped to a lower point. However, there has been an increase in enrollments overall from 364 to 388 in the past year. The increase included most enrollments of women in the program from 215 to 278.

There is also an increase in Hispanic enrollments from 172 to 183, but a slight decrease in African American students from 21 to 32. There was a decrease in men enrolled in the program, but that is on par with national statistics for male paralegals.

Rising Scholars has also dropped but that may still be attributed to what is happening with the prison education system. There is only the AA-T Law, Public Policy, and Society degree now being offered because of changes within the prison. We do still want to run the Paralegal Studies degree because that can give them direct employment upon release. However, there is not enough space for offerings, and more adjunct would be needed as well.

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.

Ways to address Gaps

Access to textbooks and course materials

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 or OER when not available to help with student success and preparedness for courses.

Books provided to students where no OER is available allowed equal access to materials and materials being available on day one. This was done to help with student success and retention as textbooks can be a barrier for many students to complete degrees. Students were able to submit work the first week without issue and ease of access to materials that could be embedded directly into the course(s).

Curriculum and course development

Department faculty have continue to submit curriculum for Peer Online Course Review (POCR); align curriculum and pedagogy with Open for Antiracism (OFAR) principles, intersectionality and inclusivity; and develop Zero Textbook Cost courses or low costs options and pathways to attract a more diverse student body. Curriculum and support services will be reviewed as well to help with student success.

Outcomes Assessment

Loop-Back Improvements Made

All outcomes assessed were met. BSAD courses taken through CIC for approval per cyclical review.

Schedule of Assessments

BSAD C098 Fundamentals of Entrepreneurship Accounting (Effective Fall 2021)
Will Assess This Year

BSAD C100 Introduction to Business (Effective Fall 2023)
Assessed Last Year

BSAD C101 Financial Accounting (Effective Fall 2025)
Assessed Last Year

BSAD C102 Managerial Accounting (Effective Fall 2025)
Will Assess This Year

BSAD C110 Introduction to Personal Finance (Effective Fall 2020)
Assessed Last Year

BSAD C131 Business Law (Effective Fall 2023)
Assessed Last Year

BSAD C145 Business Communication (Effective Fall 2025)
Will Assess This Year

BSAD C152 Managing Diversity in the Workplace (Effective Fall 2023)
Will Assess This Year

BSAD C155 Human Resource Management (Effective Fall 2025)
Assessed Last Year

BSAD C171 Introduction to Marketing (Effective Fall 2025)
Will Assess This Year

BSAD C220 Principles of Project Management (Effective Fall 2020)
Will Assess This Year

BSAD C222 Data Analytics for Business (Effective Fall 2020)
Will Assess This Year

BSAD C251 Principles of Management and Organizations (Effective Fall 2025)
Will Assess This Year

BSAD C301 Leadership (Effective Fall 2025)
Not Due to Be Assessed This Year or Last Year

PARA C101 Introduction to Paralegal Studies (Effective Fall 2024)
Assessed Last Year

PARA C112 Legal Research & Writing I (Effective Fall 2024)
Will Assess This Year

PARA C122 Legal Research & Writing II (Effective Fall 2024)
Will Assess This Year

PARA C130 Civil Litigation and Procedure (Effective Fall 2020)
Assessed Last Year

PARA C150 Law Office Management (Effective Fall 2019)
Will Assess This Year

PARA C190 Legal Ethics (Effective Fall 2024)
Assessed Last Year

PARA C210 California Civil Procedure and Legal Forms (Effective Fall 2019)
Assessed Last Year

PARA C215X Legal Document Assistant (Effective Spring 2021)
Will Assess This Year

PARA C220 Bankruptcy Law (Effective Fall 2020)
Will Assess This Year

PARA C240 Criminal Law & Procedure (Effective Spring 2021)
Assessed Last Year

PARA C250 Family Law (Effective Fall 2019)
Assessed Last Year

PARA C260 Personal Injury and Tort Litigation (Effective Fall 2020)
Assessed Last Year

PARA C300 Law and Ethics in Cyber Security (Effective Fall 2023)
Not Due to Be Assessed This Year or Last Year

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Will Assess This Year

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Assessed Last Year

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Assessed Last Year

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BSAD C301 Leadership (Effective Fall 2025)
Not Due to Be Assessed This Year or Last Year

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Assessed Last Year

PARA C112 Legal Research & Writing I (Effective Fall 2024)
Will Assess This Year

PARA C122 Legal Research & Writing II (Effective Fall 2024)
Will Assess This Year

PARA C130 Civil Litigation and Procedure (Effective Fall 2020)
Assessed Last Year

PARA C150 Law Office Management (Effective Fall 2019)
Will Assess This Year

PARA C190 Legal Ethics (Effective Fall 2024)
Assessed Last Year

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PARA C260 Personal Injury and Tort Litigation (Effective Fall 2020)
Assessed Last Year

PARA C300 Law and Ethics in Cyber Security (Effective Fall 2023)
Not Due to Be Assessed This Year or Last Year

All outcomes assessed were met
Not Due to Be Assessed This Year or Last Year

Outcomes Assessment: Results of Last Year's Assessments

SLO for course BSAD C100 Introduction to Business (Effective Fall 2023) — 1 Apply ethical decision-making techniques to a business decision.
Passed

SLO for course BSAD C100 Introduction to Business (Effective Fall 2023) — 2 Explain the economic basis for international business.
Passed

SLO for course BSAD C100 Introduction to Business (Effective Fall 2023) — 3 Compare and contrast the primary forms of business ownership.
Passed

SLO for course BSAD C100 Introduction to Business (Effective Fall 2023) — 4 Describe the major functions of management and organizational structure.
Passed

SLO for course BSAD C100 Introduction to Business (Effective Fall 2023) — 5 Summarize the process of recruiting, selecting, and motivating employees.
Passed

SLO for course BSAD C100 Introduction to Business (Effective Fall 2023) — 6 Identify and describe the essential components of the marketing mix.
Passed

SLO for course BSAD C100 Introduction to Business (Effective Fall 2023) — 7 Explain the nature of accounting and information systems.
Passed

SLO for course BSAD C101 Financial Accounting (Effective Fall 2025) — 1 Analyze the users and uses of accounting including the impact of transactions on accounts.
Passed

SLO for course BSAD C101 Financial Accounting (Effective Fall 2025) — 2 Execute the steps in the accounting cycle, while explaining their impact on financial statements.
Passed

SLO for course BSAD C101 Financial Accounting (Effective Fall 2025) — 3 Explain accrual accounting, cash flows, cash control procedures, and inventory costing methods for a merchandising company.
Passed

SLO for course BSAD C101 Financial Accounting (Effective Fall 2025) — 4 Analyze receivables, liabilities, fixed assets, and equity accounts.
Passed

SLO for course BSAD C110 Introduction to Personal Finance (Effective Fall 2020) — None Analyze financial risk and understand the effects of insurance as they relate to personal financial decisions.
Passed

SLO for course BSAD C110 Introduction to Personal Finance (Effective Fall 2020) — None Analyze investment choices and set personal financial investment goals.
Passed

SLO for course BSAD C110 Introduction to Personal Finance (Effective Fall 2020) — None Analyze the financial implications of career planning.
Passed

SLO for course BSAD C110 Introduction to Personal Finance (Effective Fall 2020) — None Apply the time value of money to financial planning activities.
Passed

SLO for course BSAD C110 Introduction to Personal Finance (Effective Fall 2020) — None Compare and contrast the components of consumer loans and banking options.
Passed

SLO for course BSAD C110 Introduction to Personal Finance (Effective Fall 2020) — None Identify and analyze the major tax features that affect all taxpayers.
Passed

SLO for course BSAD C110 Introduction to Personal Finance (Effective Fall 2020) — None Plan a cash management strategy and a personal budget.
Passed

SLO for course BSAD C131 Business Law (Effective Fall 2023) — 1 Identify the elements of a contract and whether it is governed by the common law or Uniform Commercial Code.
Passed

SLO for course BSAD C131 Business Law (Effective Fall 2023) — 2 Describe the constitutional basis for federal governmental regulations of business, including limits of government power and judicial processes.
Passed

SLO for course BSAD C131 Business Law (Effective Fall 2023) — 3 Describe the various agency relationships including the duties and liabilities of agents and principals.
Passed

SLO for course BSAD C131 Business Law (Effective Fall 2023) — 4 Differentiate between the forms of business organization, including but not limited to partnerships, limited liability companies, and corporations.
Passed

SLO for course BSAD C131 Business Law (Effective Fall 2023) — 5 Apply the business ethics theories to business organizations and transactions.
Passed

SLO for course BSAD C155 Human Resource Management (Effective Fall 2025) — 1 Apply ethics and human resource management principles in business contexts and environments.
Passed

SLO for course BSAD C155 Human Resource Management (Effective Fall 2025) — 2 Describe effective human resource policies and procedures in recruitment, selection, performance appraisal, motivation, compensation management, safety and health, and employee discipline.
Passed

SLO for course BSAD C155 Human Resource Management (Effective Fall 2025) — 3 Explain the methodologies for a comprehensive compensation program.
Passed

SLO for course BSAD C155 Human Resource Management (Effective Fall 2025) — 4 Apply human resource management concepts, such as employee rights and labor relations, to enhance employee-management relations.
Passed

SLO for course PARA C101 Introduction to Paralegal Studies (Effective Fall 2024) — 1 Outline the qualifications required to work in the legal field.
Passed

SLO for course PARA C101 Introduction to Paralegal Studies (Effective Fall 2024) — 2 Describe how a law office operates including the major functions and duties of and restrictions on the paralegal.
Passed

SLO for course PARA C101 Introduction to Paralegal Studies (Effective Fall 2024) — 3 Articulate the organization of the American legal system and how a case travels through the courts from Complaint to Judgment.
Passed

SLO for course PARA C101 Introduction to Paralegal Studies (Effective Fall 2024) — 4 Implement the basics of legal research to locate primary and secondary sources both online and using traditional materials.
Passed

SLO for course PARA C101 Introduction to Paralegal Studies (Effective Fall 2024) — 5 Distinguish between civil and criminal law.
Passed

SLO for course PARA C130 Civil Litigation and Procedure (Effective Fall 2020) — None Apply the federal and/or state rules of civil procedure and evidence, including any applicable local court rules.
Passed

SLO for course PARA C130 Civil Litigation and Procedure (Effective Fall 2020) — None Describe the various stages of alternative dispute resolution (ADR), including how to determine the most appropriate form of ADR and their advantages and disadvantages.
Passed

SLO for course PARA C130 Civil Litigation and Procedure (Effective Fall 2020) — None Determine the correct jurisdiction and venue for a court case.
Passed

SLO for course PARA C130 Civil Litigation and Procedure (Effective Fall 2020) — None Outline the main steps in a civil lawsuit.
Passed

SLO for course PARA C130 Civil Litigation and Procedure (Effective Fall 2020) — None Outline the steps used to investigate and determine whether a client has a valid cause of action.
Passed

SLO for course PARA C130 Civil Litigation and Procedure (Effective Fall 2020) — None Prepare various legal documents such as complaints, responsive pleadings, discovery, and motions.
Passed

SLO for course PARA C190 Legal Ethics (Effective Fall 2024) — 1 Analyze and apply the common ethical duties of the legal profession.
Passed

SLO for course PARA C190 Legal Ethics (Effective Fall 2024) — 2 Differentiate between and apply the duty of confidentiality and attorney-client privilege.
Passed

SLO for course PARA C190 Legal Ethics (Effective Fall 2024) — 3 Distinguish between and articulate the concepts of unlawful practice of law and malpractice.
Passed

SLO for course PARA C190 Legal Ethics (Effective Fall 2024) — 4 Investigate and resolve conflict-of-interest situations in client relationships and other miscellaneous ethical issues.
Passed

SLO for course PARA C190 Legal Ethics (Effective Fall 2024) — 5 Implement principles of competence as a paralegal and in the legal profession.
Passed

SLO for course PARA C210 California Civil Procedure and Legal Forms (Effective Fall 2019) — None Identify the proper legal form for the action filed in the California court system.
Passed

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Passed

SLO for course PARA C210 California Civil Procedure and Legal Forms (Effective Fall 2019) — None Produce the proper form for a legal action by completeing all applicable sections for proper submission to the court.
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SLO for course PARA C240 Criminal Law & Procedure (Effective Spring 2021) — None Define the legal issues of probable cause, search and seizure, evidence, and bail procedures that are important to a defendant's legal rights under the U. S. Constitution.
Passed

SLO for course PARA C240 Criminal Law & Procedure (Effective Spring 2021) — None Define the steps necessary to bring a defendant to trial for a criminal activity.
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SLO for course PARA C240 Criminal Law & Procedure (Effective Spring 2021) — None Discuss the function of the grand jury, plea bargaining, and the district attorney's recommendations for prosecuting or not prosecuting based on the law and evidence review.
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SLO for course PARA C250 Family Law (Effective Fall 2019) — None Categorize community/marital property and separate property for award and distribution.
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SLO for course PARA C250 Family Law (Effective Fall 2019) — None Distinguish spousal, marital, and child support including factors considered in awards and how they interrelate.
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SLO for course PARA C250 Family Law (Effective Fall 2019) — None Identify key issues affecting marital and non-marital children including paternity, custody, visitation, and support.
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SLO for course PARA C250 Family Law (Effective Fall 2019) — None Prepare a complaint/petition and responsive pleading or motion.
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Passed

SLO for course PARA C260 Personal Injury and Tort Litigation (Effective Fall 2020) — None Distinguish the various basis for tort liability.
Passed

SLO for course PARA C260 Personal Injury and Tort Litigation (Effective Fall 2020) — None Identify the elements necessary for the different intentional torts including the theory of transferred intent and apply the required elements to the issue at hand.
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SLO for course PARA C260 Personal Injury and Tort Litigation (Effective Fall 2020) — None Outline the various categories of torts and their elements.
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Passed

SLO for course PARA C260 Personal Injury and Tort Litigation (Effective Fall 2020) — None Prepare a complaint, responsive pleading, and relevant additional documents for filing in a tort action.
Passed

Outcomes Assessment: Missed Targets

Program Review

Name: BSAD

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.

Full-time faculty was hired at the end of Spring 2025. This faculty replaced one of two BSAD faculty. This allows for more consistent offerings at the EKC - Tehachapi campus. Two on-ground courses were offered Fall 2025 and Spring 2026 with intent to include more. We will continue to monitor and market for on-ground classes at that campus and community outreach.

Strategies Still to be Addressed

BSAD Programs (PR 2020)

Offering of BSAD courses and certificates on-ground at the EKC - Tehachapi location.

Continue to monitor and market for on-ground classes at that campus and community outreach.

Name: Paralegal Studies

Year of Last Program Review

2022

Actions Taken in the Prior Year to Address Strategies

ABA approval process. Attended training about application processes. Revision would be needed for program as requiring 9 units in-person (synchronous or on-ground).

Strategies Still to be Addressed

Need to follow up with ABA contact on options for revision to program and hybrid options. Make determination to pursue.

Name: BSAD and PARA

Year of Last Program Review

2020 and 2022

Actions Taken in the Prior Year to Address Strategies

Continued to work with service area high schools for course offerings. New adjunct hires for dual enrollment Bishop and Lone Pine areas.

Strategies Still to be Addressed

Continue to work with service area high schools for course offerings.

Name: BSAD and PARA

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 particularly for Spanish language offerings and new programs.

Last Year's Initiatives

Name: ABA approval process

Action Plan

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/work books, application fees, and potential site visits. This will be an ongoing project. Potential stipend for writing application and going through processes should be considered.

Lead Measure of Success

Obtaining proper materials and application information and data. Assitance from OIR, dean, and others may be required.

Lag Measure of Success

Initiative Status

In Progress

Summarize actions taken on this initiative

Attended training about application processes. Revision would be needed for program as requiring 9 units in-person (synchronous or on-ground). Need to follow up with ABA contact on options for revision to program and hybrid options.

Name: Dual Enrollment

Action Plan

Dual Enrollment in Tehachapi or other high schools in service area. Action was take to begin discussions with Mesquite High School (MHS) in Ridgecrest to being a paralegal program. Contact has been made Principal Cosner, an instructor has been located, and the processes have begun to start the program.

Continue to follow up and seek final approval for MHS. Begin working with other high schools in the service areas to see if programs can be offered through various Dual Education modalities. This includes the paralegal program, BSAD, and marketing/entrepreneurship programs.

Availability of instructors may be the largest barrier along with desire for curriculum.

Lead Measure of Success

Lag Measure of Success

Initiative Status

Completed

Summarize actions taken on this initiative

Ongoing process SSUSD did not approve adding paralegal program. Will continue to work with MHS and other high schools in service areas for program.

Name: Program Growth at Prison

Action Plan

The changes with the CCI/CCA system has effected the ability and request for programs at the prisons. Books were purchased through the help of grant funding to purchase all paralegal studies books for the students. Course offerings have been limited due to COVID and changes. Paralegal Studies had two adjunct faculty, but one has resigned. A replacement is needed to ensure course offerings.

Continued assessment of BSAD course offerings and availability also needs to be monitored at ISEP location(s).

Lead Measure of Success

Lag Measure of Success

Initiative Status

In Progress

Summarize actions taken on this initiative

Continue to work with ISEP now Rising Scholars for course offerings for Paralegal Studies, AA-T Law, Public Policy, and Society, and BSAD programs.

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

Action Plan

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

Lead Measure of Success

Lag Measure of Success

Initiative Status

In Progress

Summarize actions taken on this initiative

Progress has been made in this areas as new full-time faculty has been hired for the EKC-Tehachapi campus (started Fall 2025). Continue outreach to community and increase course offerings.

Initiatives for Next Academic Year

Spanish Language Entrpreneurship degree

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Recruit/hire adjunct faculty to offer Entrprenuership to Spanish speaking students. Work with faculty to locate textbooks, resources, and update long term schedule for offerings. Produce marketing and outreach materials.

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

Obtaining proper materials and application information and data. May need assistance to translating materials for students use in courses and marketing.

Do you request help developing these instruments? Y

Institutional Performance Data, or "Lag" Measure(s

Person Responsible

Chair and faculty

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective;It addresses a gap in student equity

Business Degrees revisions

Is this a multi-year Initiative? N

Specific Action Steps to be Taken

Take current programs through Curriculum and Instruction Council (CIC) to revise programs outcomes and course offerings/pathways for students. This is needed to better connect business degree offerings and ease completion of one or more degrees for students.

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

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

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s

Person Responsible

Chair and faculty

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective;It addresses a gap in student equity

New degrees in business.

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Investigation and approval for new business degrees based upon student needs and community outreach.

1. New Certificate of Achievement (COA) Foundations for Business Success: There is a need for additional assistance for some students in these areas for success and completion of other BSAD courses in finance and accounting.
2. New COA Entrepreneurship & Small Business Management for students who want to know more than what is offered with the Entrpreneurship (Foundations) COA.
3. New Real Estate adult education program. This program will allow students to complete the requirements to take and complete the real estate licensure exam. It will provide student the ability to work as realtors, become brokers, work in property management, or other areas of residential and commercial property.
4. New AS-T Hospitality and related degrees. This program will allow students to work in various areas of the hospitality industry including front desk, management, and planning.

Help students with completion of degree offerings and skills for BSAD areas of employment

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. Reassigned time or compensation will be needed.

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s

Person Responsible

Chair, faculty, dean

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective;It addresses a gap in student equity;It addresses a 2- or 5- year program review strategy

Business Degrees and AS-T Law, Public Policy, and Society Zero Textbook Cost (ZTC) grant

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Grant obtained to create Zero Textbook Cost (ZTC) pathways for student in various business degrees and the AS-T Law, Public Policy, and Society (LPPS). Work needs to be done to ensure pathway for students for all courses in and out of degree areas for students to complete ZTC.

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

Need for student resources and low/no-cost textbooks.

Do you request help developing these instruments? Y

Institutional Performance Data, or "Lag" Measure(s

Cooperation and working outside of department and with distance education to complete pathways.

Person Responsible

Chair(s) and faculty

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective;It addresses a gap in student equity;It addresses a 2- or 5- year program review strategy

ABA approval

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

American Bar Association (ABA) Approval. This has been added into the new 5 year Program Review Cycle. Online/synchronous 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. Assitance from OIR, dean, and others may be required. Reassigned time to complete application process.

Do you request help developing these instruments? Y

Institutional Performance Data, or "Lag" Measure(s

Person Responsible

Chair, faculty, dean

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective;It addresses a 2- or 5-year program review strategy

Court Reporter Training Certification

Is this a multi-year Initiative? N

Specific Action Steps to be Taken

Investigate need and requirements to offer Court Reporter COA and AS degrees. Check state requirements for approval of program, viability, and licensure/testing requirements.

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

There are currently eight approved programs in the state and approximately 1700 jobs per year in this area. This will increase opportunities in the legal field for students and transcriptions skills also transferable in other areas of business. Paralegal studies could also benefit from these skills.

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s

Person Responsible

Chair, faculty

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective

Countinue growth at Tehachapi - community involvement

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Continue to work to increase offering and presence within the EKC-Tehachapi area. Build community connections for the college and program with new full-time professor.

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

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s

Person Responsible

Faculty, Chair, Dean

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective;It addresses a gap in student equity;It addresses a 2- or 5- year program review strategy

POCR approval of Business and Paralegal Studies courses

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Continue to certify at least one section of each BSAD course through POCR; Lead measures, additional BSAD courses submitted for POCR review this year; Lag courses have been submitted and received certification.

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

Addresses gap of success and completion/equity by having online courses that meet standards for best online course design practices.

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s

Person Responsible

Chair and Faculty

What unit gap or institutional goal does this address?

It addresses a gap in student equity, It addresses a 2- or 5- year program review strategy

Requested Resources

#29 Professional Development: Professional Development

Is this a one-time request or an on-going request? Ongoing

Amount Requested 2500

Is this request supported in your initiatives or elsewhere? None

Description/Explanation

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 in past 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 legal, paralegal, and legal document assistant fields. 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.

Supporting Facts/Data

Impact on the Department/Unit

Ability of faculty to maintain licensing and currency in law and business.

Impact on Operational Efficiency

#30 Marketing: New programs and current

Is this a one-time request or an on-going request? Ongoing

Amount Requested None

Is this request supported in your initiatives or elsewhere? Yes

Goals for department

Description/Explanation

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 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.

Supporting Facts/Data

Impact on the Department/Unit

Impact on Operational Efficiency

#31 Information Technology: LexisNexis, Linked in learning, Cenage subscriptions

Is this a one-time request or an on-going request? Ongoing

Amount Requested 2500

Is this request supported in your initiatives or elsewhere?
None

Business Administration

Continued support for LinkedIn Learning is needed.

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.

All Programs 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. The college wide subscription would also be beneficial for all program at the college the same publishes.

Books can be embedded in class through Canvas for student access. This option was piloted in the 2025-2026 school year and provided great benefit for students having textbooks the first day of school.

The LPPS degree also has two required courses that use Cengage for the law requirements.
https://www.cengage.com/institutions/unlimited/

Description/Explanation

Supporting Facts/Data

Impact on the Department/Unit

Impact on Operational Efficiency

Faculty Position Requests

FT - Business Administration

Locations

Ridgecrest/IWV, CC Online

Justification

Replacement is still a need for business offerings at the college to bring the total back to three full-time professors. There are currently two full-time.

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 retired at the end of 2024-2025 term. There are now currently two-full time as one was replaced and started Fall 2025. 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). Bilingual Spanish skills would also be beneficial for new offerings and increased offerings for Spanish language students.

Classified Position Requests

Career Development Center Full-time

Locations

Ridgecrest/IWV, CC Online

Justification

Cerro Coso Community College's Career Center has been lacking key personnel to be able to sustain essential services and reach its full potential within the areas of Career Technical Education (CTE). The Career Center is responsible for a number of career readiness and job skills services. One of the most vital, being the intake and onboarding of student workers, which impacts the productivity of multiple administrative departments at the college. At this time, that duty has been supported by the classified staff in the Office of Instruction and cannot be sustained.In addition to student workers, another avenue of employability for students is through employer job postings (currently integrated using Job Speaker platform), work-experience courses, apprenticeships, and internships (both paid and unpaid). The college currently doesn't have the capacity to expand on all of these areas under the current structure of the Career Center, which historically was run by one classified Job Development Specialist position.After the retirement of our former Job Development Specialist, the Office of Instruction pursued recruitment of a replacement, under the same model. There were two failed recruitments for this position. As a standalone position previously, the Career Center struggled to provide the full scope of services in an efficient manner for students. It is recommended that we reevaluate the potential for this department and provide adequate support to sustain and grow the career services available to students and the community.

As part of the accountability for categorical grants, Perkins and Strong Workforce, the college needs to report on progress toward the following metrics:

- student employment rates (Perkins)

- percentage of students employed in their field of study (SWP)

- median annual earnings (SWP)

- students who attain a living wage after completion (SWP), and

- students employed in 2nd fiscal quarter after completion (SWP/ Perkins)Attainment of the regional living wage is also a metric within the Student-Centered Funding Formula. Allocating the necessary support staff to the Career Center will enable us to assist students to reaching not only their educational goals, but also their career and workforce preparation goals.
Career Technical Education is requesting the following positions to support the Career Center goals and vision: Program Coordinator (COF), Program Manager (COF)The duties of the Program Coordinator (Career Services) – COF proposed position include:• Coordinate and support the administration of various career exploration events with local high schools, college, and community• Develop and coordinate job skills workshops such as resume building, interview preparation, soft skills training, dress for success• Prepare student worker application packets, update information as needed on instructions and forms• Coordinate student worker rosters, board documents, and timely management of student worker applications in collaboration with human resources department• Develop and coordinate student worker onboarding and training on Web Time Entry• Support student retention towards career pathways using variety of career exploration tools, job readiness skills• Attend meetings with Career Technical Education team as needed• Present at faculty chair meetings, counseling, and outreach workshops on campus regarding career services available• Monitoring compliance and maintaining database of internship contracts• Monitoring compliance and maintaining database of CalJobs and Employer Training Resource programs• Monitor the careerservices@cerrocoso.edu email inbox and facilitate responses as applicable• Manage and maintain accurate information on Job Speaker platform to include: building employer recruitment opportunities, promoting features to students and employers, interacting with employment features, maintaining accurate records, building job posts, recommending students• Create social media posts and marketing materials to promote upcoming workshops• Maintain accurate records of employer database• Assist students with job placement assistance• Assist and guide students to services available to support their career goals• Advise and assist students in need with obtaining student services from campus

and/or community resources through referral to these offices or agencies; support internship programs as assigned•   Develop and coordinate orientations, seminars and workshops designed to familiarize students with educational and career opportunities

Salary Grade

Number of Months per Year

Number of Hours per Week

Salary Amount

Program Technician - Enrollment Services (Bilingual Spansih/ English)

Locations

Ridgecrest/IWV, CC Online

Justification

The Child Development Program is now offering the Associate Teacher and Teacher COA's in Spanish. The Associate Teacher and Teacher courses in Spanish Fall 2025, enrollment is 175. These courses connect to the College's 2025-2030 Strategic Plan, Goal 2- Cultivate the College's Hispanic Serving Institution Identity and Engage Other Underserved Populations.The majority of these students encounter multiple challenges as they navigate the application and enrollment process. Over the past several semesters we have had a temporary position supporting these students. Demand for classes in Spanish in the CHDV Department continues to grow. Additionally, Business and Paralegal Department will be launching COA's in Spanish along with other departments. It is critical that we have a consistent, bilingual support staff ready to help students through the onboarding process. We are requesting that serious consideration be given to this position, officially requested in the Enrollment and Retention Section Plan.

Salary Grade

Number of Months per Year

Number of Hours per Week

Salary Amount

A&R Technician II (Bilingual English/Spanish)

Locations

Ridgecrest/IWV, CC Online

Justification

These courses connect to the College's 2025-2030 Strategic Plan, Goal 2- Cultivate the College's Hispanic Serving Institution Identity and Engage Other Underserved Populations. CHDV now has approximately 175 students in there Spanish programs and more offering in other areas will be available. This will also assist other bilingual students for whom English is a second language.

The majority of these students encounter multiple challenges as they navigate the application and enrollment process. Over the past several semesters we have had a temporary position supporting these students. Demand for classes in Spanish in the CHDV Department continues to grow. Additionally, the business and paralegal department and other programs will be launching COA's in Spanish. It is critical that we have a consistent, bilingual support staff ready to help students through the onboarding process. Additionally, CHDV partners with several County Offices of Education and other service organizations (e.g., COMPASS Family Services), who regularly request closed cohorts. It may be possible that other programs may need close cohorts as well. These cohorts are full and due to the nature of being closed, require A&R staff to physically enroll students into the correct sections. We are requesting that serious consideration be given to this position, officially requested in the Admissions and Records Plan.

Salary Grade

Number of Months per Year

Number of Hours per Week

Salary Amount

Business and Paralegal AUP Budget Request Worksheet for FY27

Fund	Org Description	Account Description	Program Description	Activity	Location	2025 Adopted Budget	2025 Actual Expenses	2026 Adopted Budget	2027 Request	Notes	Increase?	In planning document	Data?	Relevance?	Operational Efficiency?
													If requesting increase of %5 or more		
GU001	Business Inst Dept	Non-Inst Supplies & Materials	Paralegal		CI	$ 2,500.00	$ 120.69								
GU001	Business Inst Dept	Employee Travel DO	Business and Commerce General		CT	$ -	$ 587.48								
GU001	Business Inst Dept	Institutional Dues/Memberships	Paralegal		CI			$ 2,500.00	$ 2,500.00						
LR001	Business Inst Dept	Software Licensing/Maintenance Svcs	Business and Commerce General		CI	$ -	$ 35,613.98		$ 35,000.00	Houck: Paid for online access codes. Not sure if this can keep going. Dawn: this made a positive difference in the first part of the class with students submitting more work than before	no / Yes				
LR001	Information Tech Inst D	Software Licensing/Maintenance Svcs	Info Technology, General		CI	$ -	$ 34,064.91		$ 35,000.00	Houck: Paid for online access codes. Not sure if this can keep going.	Yes				