



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021

Annual Program Update

Business

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term “program” is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution’s mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

**Includes 'EW' grades*

II. Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Merritt College Business Department Mission is to create value for students, business, and society through activities that lead to career success and the advancement of knowledge and to provide excellent certificate and degree programs that will prepare students to become successful business professionals in an increasingly diverse and interconnected workplace.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
. Name	Faculty	Full-Time
Fereshteh Mofidi, FT		FT
Simon Chan, PT		PT
Karen Gordon		PT
Carrie Maultsby, PT		PT
Shahbaz Shahbazi		PT
Kenneth Smith, PT		PT
Vida Zendehtnam, PT		Pt

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Our department currently offers 12 degrees and certificates:

1. AA degree in Accounting
2. AA degree in Administrative Office Systems and Applications
3. AS-T degree in Business Administration
5. AA degree in General Business
7. Business Management Certificate of Achievement
8. Digital Marketing Certificate of Achievement
9. Entrepreneurship Certificate of Achievement
10. Retail Management Certificate of Achievement
12. Human Resources Certificate of Achievement
13. Retail Management Certificate

Our programs curriculum and certificate provides the educational credit necessary for students to be able to enter to the job market as well as transferring to 4-year colleges or universities.

Our major need at this time is for funding to hire one fulltime faculty to bring student centered focus to the discipline; sustain the programs that attract students, motivate them to earn awards, and build new programs that students want to complete. We will meet with counselors to help identify the best times of day to offer classes for students. We will seek to expand the range of students we serve through updated curriculum informed by an Industry Advisory Board. We need to examine the programs that have not had significant if any awards in the last 3 years for deactivation.

Many students want to become entrepreneurs especially in software and technology. Yet our entrepreneur program confers only a Certificate of Proficiency with too few units to be eligible for financial aid. This is a prime candidate for faculty attention to build it into a program reflective of our community's expressed needs and interest.

We need another fulltime faculty to teach Economics and Accounting course. In addition, need a part-time classified assistant to present a responsive face to students seeking advice and information on BUS courses. We need to upgrade our classroom equipment, chairs, desks and other necessities for instruction using modern technology.

Our programs curriculum and certificate provides the educational credit necessary for students to be able to enter to the job market as well as transferring to 4-year colleges or universities. In the 2015-2019 period we had nearly 3,265 students complete BUS courses with Merritt. This means our current mode of operating will suffer greatly under the new funding formula which prioritize program completion. Our major need at this time is for funding to hire one fulltime faculty for economics and accounting to bring student centered focus to the discipline; sustain the programs that attract students, motivate them to earn awards, and build new programs that students want to complete. We will meet with counselors to help identify the best way to offer classes for students. We will seek to expand the range of students we serve through updated curriculum informed by an recommendation of our Advisory Board which created on fall 2019. We need to examine the programs that have not had significant if any awards in the last 3 years for deactivation. Yet our entrepreneur program confers only a Certificate of Proficiency with too few units to be eligible for financial aid. This is a prime candidate for faculty attention to build it into a program reflective of our community's expressed needs and interest. We need to upgrade our classroom equipment, chairs, desks and other necessities for instruction using modern technology.

Peralta District Strategic Goals

- P1. Advance student access, equity, and success.
- P2. Engage and leverage partners.
- P3. Build programs of distinction.
- P4. Strengthen accountability, innovation, and collaboration.
- P5. Develop and manage resources to advance our mission.

Merritt College Strategic Goals

- M1. **Completion** - Increase number of degrees and certificates by 20% over the next 5 years.
- M2. **Transfer** - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).

M3. **Time to Completion** - Reduce the number of excess units earned by students.

M4. **Employment** - Maintain at least 82% of students attaining employment in the field of study.

M5. **Equity** - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
To Update all courses' assessment assessments for 2 SLO per course. assessments of PLO are completed spring 2020	C	M1,M5	P1, P3	Our department completed 90% of assessments for our classes and program during 2019-2020. we updated most of our assessment and now in the process of updating some of our courses' assessments for this academic year. Our goal is to complete 100% of assessments for the 2020-2021 school year
Instruction (if applicable) Integrate Canvas into classrooms	C	M4,M5	P1, P3	Shifting all our face to face classes to Canvas and update most of our classes to Online new guidelines. More accessible.
Student Success and Student Equity Creating 2 year mapping plan of program for students	IP	M2, M5	P3, P5	We recognized that our student population is not always clear on certificate and degree course requirements and when classes are available. We would like to create a clear

				<p>map that students can reference. Currently I, as a chair with help of some of our instructors went over our degree structure and identifying which classes to remove and courses to add. Our target for old degrees and classes was accomplished on Spring 2020. However, this we two of our degrees are still a work in progress. Our new completion goal is spring 2021.</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships Attend Professional Development Conferences and develop community partnership</p>	C	M5	P1, P3	<p>We are seeing significant variance in completion (100%-) in the on 100% online enrollment. This compares favorably to the Merritt standard. Therefore, for accomplishing of this goal, three of our instructors including attended CE/OEI Online Education Standards & Practices classes under the CE grants. Each class was 3 units and total of for 9 units during fall2019 to May 2020. They all pass those classes and receive stipends for attending and completion of those courses. We would like to continue providing our faculty members with this kind of training to achieve the goal of being updated program and teaching to see how the new learning fits into our classrooms. We have already partners with FACBOOK and our goal is to partner with more industrial agency to find a placement for our student to enter to internship program and may future job. We will then be able to monitor our students' employment.</p>

IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

Same as 2018-2019. We use primarily one classroom P111 which needs new chairs, tables. The lab in P 103 and one classroom for lecture. The software in the laboratory is out of date and not well aligned with the type of business information systems currently used by industry. We currently do not have sufficient office space for faculty to do instructional preparation and other essential duties outside of the classroom. This places a burden on our adjuncts who do not have a secure place to store material and must resort to traveling with a full complement of instructional material and student work.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

The following are the programs spades:

APU Data Dashboards:

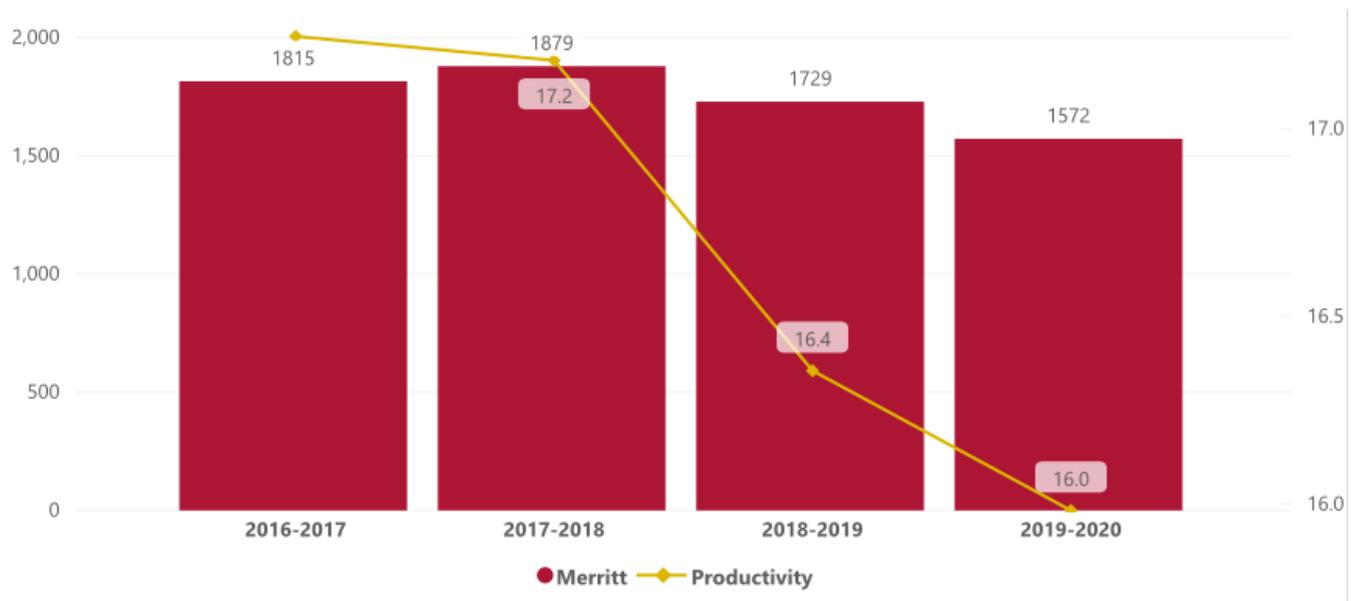
- *Course Completion and Retention Rates Dashboard – Instruction*
- *Course Completion and Retention Rates Dashboard – Student Services*
- *Enrollment Trend and Productivity Dashboard*
- *Degrees and Certificates Dashboard*

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))



Looking at the Business department for 2019-2020 last year's completion and retention rates were slightly higher than since we offered most of our classes as Distant Education.in overall student metrics as well as Latinx and African American/Black students. The largest difference was Business Department provides the educational credit necessary for students to be able to enter to the job market as well as transferring to 4-year colleges or universities as well as certificates to make students able to be comparative in job market.

Business Department offers students a variety of associate degrees and Certificates in Business, Entrepreneurship, Management, Marketing, and Office Technology. Our programs prepare students with a foundation in the major functional areas within business, such as accounting, economics, entrepreneurship, finance, information systems, management, marketing and small business.

Our program provides students with opportunities to:

- Earn a certificate or associate degree,
- Transfer to a four-year university,
- Earn continuing education credit,
- Learn how to start a business,

Career Opportunities

- Administrative Assistant
- Entrepreneur
- Executive Assistant
- Human Resources Specialist
- Marketing Specialist
- Office Manager
- Small Business Owner
- Transfer to a 4-year university

Business Department cooperate with Merritt Outreach Department to introduce our students for a job and internship and job fairs, along with our online job board, connect local employers to students looking for new employment opportunities.”

Describe the program’s progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).

SLO to PLO Alignment Reports

PLO #1:

Our courses student learning outcomes (SLOs) helped us to measure our students’ knowledge, skills that we expect our students to master upon completion of our courses.

Business Department classes SLO are aligned with Merritt College PLO.

- 1.Design and manage business classes and program with the current technology to engage in creative digital classes to match the students’ skills with the job market needs.
2. Students are required to able to use the Financial data,,
3. Students are ready to transfer
4. Our classes prepare Students for the job market

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

Our Advisory and Curriculum recommended that Business Department needs to up update General Business AA Degree and, Business Administration - AS-T Degree Program to comply with State Requirements. Therefore, we need three of our hourly faculty members to work on completion and updating these degrees. These major updating degrees requires stipend amount of \$6000 without advertising the job. \$15,000.00

The following item is for instructional programs only

Discuss how your PLOs align with the [ILOs](#).

Our courses student learning outcomes (SLOs) helped us to measure our students' knowledge, critical thinking, communication skills that we expect our students to master upon completion of our courses. Our Program learning outcomes (PLOs) which are help us to measure our students success that we expect our students to earn upon completion of our programs. Both our SLO and PLO are satisfied the Institutional learning outcomes (ILOs) which are measurable statements that define the specific knowledge, skills attitudes and habits of mind that we expect our students to master upon completion of their educational goal at our college. All these need to:

1. Increase productivity based on the new performance-based funding model: Stay within division allotted FTEF, increase completion of awards, provide opportunities for special student population retention and completion and increase employment placement.
 - a. Find resources to support CE program staffing and equipment needs.
Develop wrap around student support tied to CE courses.
Increase opportunities for Dual Enrollment.
Identify office space for SWF staff in S Building. g. Identify space for career center and staff in S building h. Develop a SWF/CE 50 seat computer lab in S building.
2. Provide AHPS and CE program support by leveraging grant funding to:
 - a. Develop a modernized marketing initiative.
 - b. Develop an online comprehensive online employment placement
 - c. Purchase needed equipment and advocate for supplies need to be supported by general funds.
 - d. Hire sufficient full and part time faculty to support current and future course deployment.
 - e. Develop 2-year guided pathways.
 - f. Conduct program and curriculum review and update.

g. Develop effective advisory boards from regional industry representatives.

3. Hire sufficient staff to support the operation of the division, particularly:

a. An Associate Dean of Adult Ed and SWF to administer the Adult Ed Block Grant and assist with Perkins administration and all CE outreach effort and employment placement.

b. Full time faculty for economic department and staff assistant to communicate with business and close industrials to connect our students for training under internships programs with them.

d. Consultant to develop CE outreach and marketing tool. e. Full time account and purchases coordinator for SWF.

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated. Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course	Course Title	Reviewer
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Number		
BUS 51	ELEMENTS/SUPERVISION FINANCIAL ACCOUNTING	Vida Zنده name
BUS 83	FINANCIAL LITERACY	Simon Chan
BUS20	GENERAL ACCOUNTING	Shahbaz Shahbazi
BUS 56	HR MANAGEMENT	Vida Zندهnam
BUS 5	HUMAN RELATIONS/BUS	Fereshteh Mofidi
BUS 2	INTRO TO BUS LAW	Fereshteh Mofidi
BUS 10	INTRO TO BUSINESS	Fereshteh Mofidi
BUS 70	INTRO TO MARKETING	Fereshteh Mofidi
BUS 1A	MANAGERIAL ACCTG	Shahbaz Shahbazi
BUS 50	PRINCIPLES OF MGMT	Fereshteh Mofidi
BUS 52	PSYCH/HUMAN RELATION	Vida Zندهname
ECON 1	MACROW ECONOMICS	Shahbaz Shahbazi
ECON 2	MICROW ECONOMICS	Shahbaz Shahbazi

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Business ADMINISTRATIVE AA-T DEGREE	IN PROGRESS	SHAHBAZ SHAHBAZI FERESHTEH MOFIDI
BUSINESS GENERAL AA DEGREE	IN PROGRESS	SHAHBAZ SHAHBAZI FERESHTEH MOFIDI

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
BUS 803 -	Financial Management and Investments	Fereshteh Mofidi
Bus 54	Small Business Management	Fereshteh Mofidi
BUS 003 -	Introduction to Entertainment Law	Fereshteh Mofidi
BUS 049	- Independent Study in Business	Fereshteh Mofidi

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Administrative Assistant	Certificate of Achievement	Fereshteh Mofidi
Administrative Office Systems And Applications	A.A. Degree	Fereshteh Mofidi
Administrative Office Systems And Applications	A.A. Degree	Fereshteh Mofidi

Curriculum Improvement

Based on ongoing curriculum review, describe plans for ***program-level*** improvement in terms of any of the following considerations:

- Advancing ***student equity and achievement*** for disproportionately impacted students.
- Fostering ***intersegmental alignment*** and ***guided pathways*** through articulation, course sequencing, and program mapping.
- Implementing innovative ***pedagogies, delivery methods/modalities, or educational resources and technologies.***

Based on our curriculum review of our programs, we have incorporated innovative modalities, including use of new virtual technologies like zoom, canvas and google to enhance student engagement and success. We are also using virtual digital presentations to engage students in real time.

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Introduction to Financial Investment	Understanding the Investment Risk Ladder learning to distinguish different types of investments (Analyzing a variety of ways depending on the industry. Its most common usages are in relation to retirement planning and in the underwriting of new securities issues.	Demand: 1. Careers in financial enterprises and stock market. Trader in some broking 2. Hedge fund manager 3. Mutual fund manager 4. Working for brokerage	Fall 2022
Introduction to Stock Market and Rick Management			
Introduction to Digital Currency			

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Financial Management and Stock Market Certificate	Certificate of achievement, Students learn a basic knowledge of financial management and stock market. They learn how to make financial decision for individuals and small	Based on recommendation of our industrial advisory and CE community and Job market needs.	Fall 2022

	businesses. Students learn the foundation of stock market trading and investment in securities.		

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
Due to Covid 19, all classes are online please see the following chart				

VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request (‘1’ indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)
One fulltime faculty	Develop new certificate on Financial Management and Stock Market investment in securities. This certificate program and curriculum to attract students; Build relationships with industry and recruit advisory board. Extend partnerships with supporters like Facebook to access best practices for digital marketing, business analyst sectors.		\$80,000	40,000	\$120,000	1	yes
Two part time faculty	To deliver virtual classes to students via zoom and canvas.		25000	3000	\$28000	1	yes

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)
Part time classified	for data entry and communication with the advisory committee members and connect the students to the job market and industry. , creating files, tracking data, etc. 35K -		\$40,000	\$4000		1	yes
2 student assistants: to answer phone calls, mail outs, filing, etc.			\$10,000	\$500		1	yes

Resource Requests (Non-Personnel)

Resource Categories

- Fund requested for 4 laptops to the Covid 19 and faculty members need to fully function their duties virtually. (\$5000)
 - Professional Development (Department wide)
 - Professional Development (Personal/Individual)
 - Required Reasonable Accommodation
 - Service Contract
 - Supplies: Software
 - Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highe st Priority)	COVID- 19 Related (Yes/No)
<ul style="list-style-type: none"> • Technology & Equipment: New 	<p>For offering digital marketing certificated classes that need 25 computers, printer for new students who are enrolling in this certificate program.</p>	<p>30,000</p>		<p>Yes</p>
<p>Covid equipment (laptops)</p>	<p>Fund requested for 4 laptop to the Covid 19 and faculty members need to fully function their duties virtually.</p>	<p>\$5000.00</p>		<p>Yes</p>
	<p>1. Funds needed chairs, desk P111 for students use: \$3000.00 2. Funds needed for a conference Room with fully furniture and computers, printer for business Advisory committees and industrial guest: \$15000.00 3. Funds for conference room furniture, printer and computer for zoom conference. \$5000.00</p>			

IX. Participants

Please provide the list of members who participated in completing this program review.

Fereshteh Mofidi

Thank you for your time and effort in completing the Annual Program Update!