

Name of Program	Division	Author(s)
BUSINESS AND MARKETING	B.S.B.A.	LISA TAYLOR WEAVER

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program’s catalog rubric and this format when naming your document:

Rubric INS PPU 15_16
e.g., ESL INS PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
 5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
 6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
 7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
 8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.
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I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SLO Assessment Review

Review your program’s SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

Analyzing the SLO assessment results can provide good to excellent feedback about student progress and knowledge retention. However SLOs do not typically provide significant depth of detail on how much our students are retaining which will apply to future skills. As we analyze our SLOs we are looking at a progression from course to course and may change the way we assess students' learning which may in the long term dramatically improve our teaching effectiveness. We do know though that the feedback we are analyzing is not immediate on what works and what doesn't.

For example, in courses which present difficult concepts which must build upon each other to develop success (BUSN 1A AND BUSN 18) we are gradually adjusting assignments and course exercises to insure skills are secure. The minor adjustments made in these courses, based on SLO outcomes, appear to be yielding an improvement in success and retention. The intention then is to isolate specific changes (as detailed below for BUSN40) and determine the impact on the understanding and retention of information.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

The Business and Marketing rubrics offer a wide selection of online courses. In Fall 2014 fourteen sections were offered online; in Spring 2015 eighteen sections will be offered. The sections are either fully distance ed or hybrid courses. In each of the two semesters four courses were offered as hybrid sections.

The success rate in DE sections is generally higher than in face-to-face courses, however the retention is lower. In the Business Law sections Lisa Weaver is incorporating more group interactions in the attempt to build cohorts within the courses. Weaver had incorporated study groups in the past; this semester the study groups are arranged geographically to facilitate face-to-face meetings. Online tutoring sessions are also scheduled every third week. In AY 2015-2016 additional clips will be added on specific issues all with the goal of increasing success and retention.

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

In the Introduction to Business (BUSN40) online sections taught by Weaver the use of the publisher's provided Connect didactic exercises have been introduced slowly. These exercises provide a variety of learning options with self check experiences. Students who utilize the exercises experience a high level of reinforcement during the exercise and have demonstrated an exceptionally high level of learning success. We are excited that there has also been a high correlation between students who complete the assigned Connect experiences, their overall success in the course and the quality of other completed assignments.

The Connect exercises were initially implemented on a minimal basis as the result of SLO assessments. The minimal implementation was used to determine anecdotally the reception from students and statistically to identify their impact on success. The use of Connect exercises has been expanded due to very positive results. We are now comparing the effectiveness of the different types of Connect exercises.

Two part-time instructors (Denyer and Chruchill) who teach online Introduction to Business courses have reviewed the exercises and student outcomes. Both will incorporate some aspects of the Connect exercises in their sections in Spring 2015.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

Not applicable.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

Additional full time faculty are needed to insure consistency in instruction and availability to students in both face-to-face and distance education courses.

Currently the three full time faculty members are all teaching overload courses and large lectures in order to staff the disciplines' offerings.

Rajeev Chopra has taught a minimum of 22 C.A.H. since his first semester of employment. Rajeev is also the Academic Senate Treasurer, on the DBSG committee, and is advisor to the Business Club.

Mark Grooms is in his third semester of employment. This semester he is teaching 19.75 CAH. One course is a large lecture course at 90 students. Mark is also on the Academic Senate and is advisor to the Indian Club. He is the coordinator for the LPC SharkTank activity, which was initiated by a part-time faculty member who is still partially involved. SharkTank is held annually. Mark also serves on a campus-wide CTE planning committee.

Lisa Weaver has taught a minimum of 21 CAH since her first semester of employment. Lisa is the discipline coordinator. She is on the Curriculum Committee, CEMC, coordinator for the Business Speakers series, and chair of the BUSN/MKTG advisory board. Lisa also serves on two state-wide committees, as a CID reviewer, and on the boards of three local business/marketing related associations.

The over extension of these three faculty members has increased each year; this level of teaching and campus community involvement is not sustainable and must be addressed.

Two positions were requested through the Faculty Hiring Process. At this point one of the faculty requests is slated in the second position after the three carry over positions. We are very hopeful that this position will come to fruition.

B. SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

At this time all courses, certificates, and degrees have SLOs and the SLOs are assessed every semester the course is offered. In the past full time faculty have been responsible for writing the student learning outcomes for all courses. The courses each faculty member is responsible for have been taught by the faculty person or is currently being taught by him/her. For those courses which there are sections which are taught regularly by part-time faculty once the SLOs are written by the full-time member the part-time faculty are asked to review and add input.

Our courses have been divided among the full-time faculty with the responsibility of shepherding the courses and with the full-time faculty member responsible for insuring that SLOs are assessed every semester.

Rajeev Chopra is responsible for the SLOs for BUSN 1A, BUSN 1B, BUSN 51A, BUSN 55, BUSN 61, BUSN 63, and BUSN 65.

Lisa Weaver has BUSN 18, BUSN 20, BUSN 30, BUSN40, BUSN43, BUSN 47, BUSN48, BUSN 52, BUSN 53, BUSN58, BUSN 77, BUSN88, BUSN 95, BUSN 96 and MKTG 60 and MKTG 64. Lisa also wrote the SLOs for BUSN 56, MKTG 50, MKTG 56, MKTG 61, and MKTG 63. She is responsible for the last seven courses through the end of Spring 2015 year.

Mark Grooms, who is in his second year of the tenure process, will become responsible for BUSN 56, MKTG 50, MKTG 56, MKTG 61, and MKTG 63 beginning in Fall 2015.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Based on the information provided in B.1. above, the responsibility for developing assessments fall to the full-time faculty members. As we value our part-time faculty we ask them to review the assessments developed and provide input. Generally a suggestion or an edit offered by a part-time member is incorporated. Assessment results are reviewed by full-time faculty; part-time faculty are asked to participate. Any changes that are considered by full-time faculty are shared with part-time.

The part-time faculty are not generally asked to pilot a change. An exception is in the Human Relations in Business course taught by part-time member Julie Stein. Stein and Weaver are working together on new strategies for the class and the structure of the research.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

- Program emails
- Program meeting minutes/agendas
- Blackboard/other website
- Other (please describe):

In the past we have had frequent meetings regarding SLOs and SLO development. For the past two years Rajeev Chopra has been responsible for communicating with part-time faculty across the board to insure SLO results were entered at semester's end. We will continue to communicate via e-mail and one-on-one meetings with the intent to memorialize the one-on-one meetings and department meetings in a more formal manner..

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

Comparing the data from AY 2011-2012 to AY 2013-2014 there are not any statistically significant trends.

However, in looking at the data and comparing it to anecdotal information, observations, and workforce projections we feel that we are seeing several trends worth noting. First for Distance Education (DE) courses we have experienced a significant uptick in the registration in DE courses. This appears to be a by-product of returning students, working students, students from other districts with less robust DE programs, physically disabled students, students with childcare and elder care issues, students with transportation issues, and students who are under the presumption that DE courses will be easier. From anecdotal information and in looking at completion data, the retention in DE sections is lower, however the success rate is a Beta distribution commonly known as an inverted Bell Curve or a U graph. Students who complete courses in a DE class either excel or fail. The failures in DE courses are generally due to lack of participation, not submitting assignments, and not taking tests. Our assessment of the higher drop rate is the awareness that a DE course is as challenging if not more so than a F2F course.

Overall there is a trend toward courses which immediately yield skills that can be utilized toward work place rewards. Second we are also seeing a trend toward courses which are check points toward transfer and/or a needed certification. We have had a measurable increase of transfer students in five course (BUSN 1A, BUSN1B, BUSN18, BUSN 30, AND BUSN 40). In those same courses we have seen an increase in enrollment of students seeking to take California’s CPA exam.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of ‘A’, ‘B’, ‘C’, ‘CR’, and ‘P’ divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfqwqfe	
2013-14	http://tinyurl.com/q6dah55	

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The above sections would not accept entries. The answer to both 2012-2013 and 2013-2014 above is YES. This section is not applicable as the program met the program-set standard for AYs 2012-2013 and 2013-2014.

C. Curriculum Review

1. Review your program’s current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

The growth in international business, entrepreneurship, and marketing demands that courses in those areas be offered. There is also significant interest in expanding the offerings in investments and financial management for managers and small businesses. Our advisory board and community contacts have long encouraged offerings in these areas. Internally

adding these courses requires additional FTEF and will require additional part-time and full time faculty.

The AS-T degree is in the approval process and updates to other degrees and certificates will follow in Spring 2015 and AY 2015-2016. Title V updates are in the approval process for BUSN 20 International Business, 30 Business Ethics, BUSN 52 Business Communications, BUSN 53 Business Correspondence, BUSN 58 Small Business Management, and BUSN 88 Human Resources Management. BUSN 18 and BUSN 40 have been approved by CID. BUSN 1A and 1B are in the CID approval process.

BUSN 63 Payroll Accounting, BUSN 61 Quickbooks Accounting, and BUSN 51A General Accounting require rewriting to meet changes in the needs academically and from the career communities.

With the increased demand for certificates, cross-discipline certificates have been developed and will be submitted in Spring 2015. The disciplines include kinesiology, welding, automotive, early childhood, music, photography, and visual communications. It is our desire that mass communications, viticulture, horticulture, performing arts, and others will see the value in these.

Within the discipline The AA and AS degrees are being updated. The Certificates of Achievement for Business Entrepreneurship, Retail Management, and Supervisory Management are also under revision. New certificates in human resources management and international business are under development.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

There have been significant changes in the faculty since 2011-2012. One full time faculty member retired (Bob d'Elena) and a replacement faculty member was hired (Mark Grooms). Additionally five of fourteen part-time faculty that had taught for LPC for five plus years either retired, moved out of the area, or reduced their teaching available significantly.

We have added several new individuals and are still looking to find excellent additions to the part-time faculty ranks. Our requirements are for two full time faculty members and an additional six part-time faculty in the general business area.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

There has never been classified staff support available to this program or the program's faculty.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

The changes in faculty while difficult, have not brought a statistically large decline in student learning success as yet. We have observed however that the retention rates have slipped in some courses which we attribute to individuals teaching courses for the first time and in some cases being the first time in a college classroom. The lack of adequate full-time faculty should start showing as an impact in student learning and retention in AY 2014-2015. Additionally as existing full-time faculty are teaching significant overload to be able to staff the courses, less time is available to mentor students and arrange tutoring sessions.

E. Other information pertinent to the program

All Business degree and certificate programs require inter-disciplinary study. Thus, contrary to other disciplines when enrollment increases in the business program cluster, the result is an increase in other courses campus-wide. Certificate requirements include courses from CIS, Economics, English, Speech, Math, and Library Studies. In addition, degree requirements include course options for all of the social and behavioral sciences. The exceptional relevance of business knowledge to success in all fields has resulted in business incubators being opened to individuals success in specific fields but lacking business knowledge to move them forward.

For example, in the performing arts area this concept burst on the scene at SXSW 2011 in Austin. The result has been incubators sponsored by successful performers (JayZ, Diddy, Rascal Flats, Adrian Grenier, and others) to provide some business basics to struggling performers. A performing arts incubator opened in West Oakland last year, funded by grant money, with the goal of providing the business smarts of silicon valley to bands.

Robust Business and Marketing offerings are critical to the success of our students. Through such programs students explore career options, apply the theoretical knowledge gained in the classroom, and develop the softer skills which time and again have been proven as critical to becoming successful individuals as technical expertise. Students with well-designed educational programs include business courses in their plan. Nation-wide research indicates that students in academic track programs recognize the career enhancing value of Business and Marketing courses. Students from the arts to medicine to zoology recognize the vital importance in today's world of having a basic knowledge of general business principles, accounting, supervision and marketing and have taken proactive steps to fulfill that need in their education. With its limited resources the Las Positas College Business Department attempts to meet the needs of those students along with the needs and demands of the business transfer majors, certificate students and returning students.

There are eight cross-discipline initiatives focused on entrepreneurship in process currently with the plan to incorporate five other disciplines. Additional courses and programs needed by

students and the community and which are cross-discipline are under development.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

One of the most visible accomplishment has been the growth and expansion of the business clubs. In AYs 2012-2013 and 2013-2014 there were two active clubs. One of the clubs is affiliated with the Future Business Leaders of America/Phi Beta Lambda. This business club has attended several state-wide conventions and at all of them have won recognition in all the categories they entered. At one of the conferences attended the LPC club came away with wins against UC Berkeley as well as other four-year institutions. This club's advisor is Rajeev Chopra.

The other club is affiliated with Enactus. Enactus is an international non-profit organization that brings together student, academic, and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need. This club has also been award winners at the conferences it attended and has also participated in philanthropic work in the East Bay. The club advisor has been part-time faculty member Tom Blinn. Blinn must reduce his overall time commitments which include reducing his teaching load and his club advising. As this club came into being with the support of Ted Kaye and a foundation supporter we are hopeful another faculty member will be able to take on this role.

With the assistance of part-time faculty and our advisory board we launched the business speaker series and the Shark Tank competition. We have continued to upgrade our web page and will continue to work on expanding the information available to students on that site.

We are now in the third year of the business speaker series, with speakers scheduled through Spring 2015. The last speaker in Spring 2014 was Karl Schroeder, president of the western region of Safeway stores. The event filled 2420 to capacity with the request that he return. Other speakers, including the Executive Vice President of Ross Stores, Inc.; the president of D-Unique Tools, Inc. and the creator of carpenter's universal square, which is carried in HomeDepot and Lowes nationally; one of the original iPhone developers for Apple; and Jazz Consulting president were also enthusiastically well received.

We brought the nationwide Extreme Entrepreneurship Tour to the campus. The event was held in the Mertes Theatre. It was attended by almost 500 students and a little more than 100 individuals from the surrounding community. The event received outstanding feedback by all who attended with the most common statements from students being "more students should have attended." and "this should have been a mandatory event."

Completing the multi disciplinary certificates has taken longer to complete than originally anticipated due to changes in faculty in several disciplines and exacerbated by the overload of existing faculty. The mentoring and orientation programs have faltered for the similar reasons.

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B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
 - a. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours
 - changing pedagogy/curriculum
 - changing assessments

100% of courses offered are assessed every semester. There are on-going discussions – both formal and informal – among full-time and part-time faculty to share strategies and practices which yield best results.

Continuous improvement is an ongoing effort to insure that student learning, retention, and overall educational processes are yielding the needed results. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once. SLOs provide us with the opportunity to seek both. However, it is imperative that we recognize that it is not possible to attain 100% success with students or 100% improvement. Rather we seek to identify different dimensions of success with different students. From a more concrete perspective, as a discipline (BUSN and MKTG) we seek to expose our students to opportunities for success which may not have been considered in the past. Ideas and strategies under consideration include the implementation of small, fluid learning cohorts; providing additional stepped certificates to yield incremental points of success; and the development of study group opportunities across courses.

- b. Have your assessment results shown a need for new SLOs? YES NO
- If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
0	NOT APPLICABLE AT THIS TIME

- c. What percentage of courses will your program assess in the next academic year (2015-16)?

100% of the BUSN and MKTG courses offered each semester are assessed. Part-time and full-time share unusual trends if they occur and discuss anomalies if there are any. In the past these have been face-to-face and e-mail discussions. There is a recognition that these discussions should be memorialized in a more formal manner going forward.

- d. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
16	100% -- All part-time faculty will participate in the SLO process.

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program’s reasons for the changes. Please provide any data which supports your program’s reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

The growth in international business, entrepreneurship, and marketing career opportunities demands that courses in those areas be offered. There is also significant interest in expanding the offerings in investments and financial management for managers and small businesses. Our advisory board and community contacts have long encouraged offerings in these areas. Internally adding these courses requires additional FTEF and will require additional part-time and full time faculty.

The AS-T degree is in the approval process and updates to other degrees and certificates will follow in Spring 2015 and AY 2015-2016. Title V updates are in the approval process for BUSN 20 International Business, BUSN 30 Business Ethics, BUSN 52 Business Communications, BUSN 53 Business Correspondence, BUSN 58 Small Business Management, and 88 Human Resources Management. BUSN 18 and BUSN 40 have been approved by CID. BUSN 1A and 1B are in the CID approval process.

As mentioned previously BUSN 63 Payroll Accounting, BUSN 61 Quickbooks Accounting, and BUSN 51A General Accounting require rewriting to meet changes in the academic requirements at four-year institutions and demands within the work force communities.

With the increased demand for certificates, cross-discipline certificates have been

developed and will be submitted in Spring 2015. The disciplines include kinesiology, welding, automotive, early childhood, music, photography, and visual communications. It is our desire that mass communications, viticulture, horticulture, performing arts, and others will see the value in these.

Within the discipline The AA and AS degrees are being updated. The Certificates of Achievement for Business Entrepreneurship, Retail Management, and Supervisory Management are also under revision. New certificates in human resources management and international business are under development.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

Yes, new curriculum will be submitted to the Curriculum Committee for the academic year 2015-2016.

With the increased demand for certificates state-wide, cross-discipline certificates have been developed and will be submitted in Spring 2015. The disciplines include kinesiology, welding, automotive, early childhood, music, photography, and visual communications. It is our desire that mass communications, viticulture, horticulture, performing arts, and others will see the value in these.

New courses to be written include Use of Social Media in Business, Import/Export Strategies for Entrepreneurs, and an Investments/Securities course. New certificates in human resources management and international business will also be presented.

The additional courses will enhance student learning and opportunities by offering a more current curriculum for immediate work place value and will align with curriculum offered at four year institutions.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

There are so many plans, initiative, and objectives that our program wishes to accomplish which will enhance student learning and the student experience. We cannot implement or hope to be successful with any of them though without additional full-time faculty members.

If we are able to hire at least one additional faculty member we will be able to bring some of the initiatives forward. Included in these are expand the Business Speaker series and the Shark Tank competition. Both of the initiatives have been exceptionally successful and need dedicated faculty resources to continue their successes and growth.

We want to add a much needed Orientation for Business students at the beginning of each semester. Chabot has added this to their program and feel it has increased retention and has developed learning teams within the program.

Expand the roles that the PBL Business Club and the Enactus Business Club play in students' experience. Among other experiences this would include business plan and marketing plan competitions and business simulations. The need for study groups and tutors within the business and marketing area is critical. Faculty guidance is a must in insuring that the study groups are productive and help insure student success.

Adding mentor match ups with community leaders is an initiative that is desired by students, faculty, and the community. Our advisory board indicates that they are ready to help when we have the faculty resources to assist.

For some time we have talked with other disciplines about a student run business. This initiative would augment the in-class learning and provide a launching arena for other student businesses. iGate, the Livermore based incubator, has offered assistance on this endeavor if we have faculty resources available. This initiative would also require either a vendor cart or a dedicated space on campus. The student-run business we envision is not akin to the now defunct LapTeCHs but an on-going off shoot of the Marketing and Business courses. The additional requirement would be a lab component added to some of the classes involved in the business.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

2 FTEF

2. Rationale for request(s).

2 FTEF translates into seven - eight courses depending on the course mix. BUSN 1A and BUSN 1B are each .2666 FTEF plus .05 FTEF lab. BUSN 18 is .2666 FTEF. BUSN40 and MKTG 50 are both .2 FTEF. To improve the student to instructor ratio additional sections are needed in BUSN 1A, BUSN 1B, BUSN 18, BUSN 40, and MKTG 50 . Two additional section of BUSN 1A; two additional sections of BUSN1B; one additional section of BUSN18; an additional section of BUSN40, and an additional section of MKTG 50 equals 2 FTEF.

The FTEF may be allocated with a slightly different mix of courses depending on staffing, work force demands, input from CSU/UC and advisory board input.

All of the initiatives we would like to bring to the campus, student learning improvement, retention improvement, and general campus contributions hinge on the increase in FTEF and additional faculty.

C. Human Resources

1. Request: New or replacement faculty position(s).

2 NEW FACULTY POSITIONs

2. Rationale for faculty position request(s).

To provide students with the instructor contact outside of the classroom faculty must have time to do so. Currently the three full time faculty members are all teaching overload courses and large lectures in order to staff the disciplines' offerings. With this load and the additional committee and administrative requirements it is not possible to offer students the quality time we would like.

Rajeev Chopra has taught a minimum of 22 C.A.H. since his first semester of employment. Rajeev is also the Academic Senate Treasurer, on the DBSG committee, and is advisor to the Business Club.

Mark Grooms is in his third semester of employment. This semester he is teaching 19.75 CAH. One course is a large lecture course at 90 students. Mark is also on the Academic Senate and is advisor to the Indian Club. He is the coordinator for the LPC SharkTank activity, which was initiated by a part-time faculty member who is still partially involved. SharkTank is held annually. Mark also serves on a campus-wide CTE planning committee.

Lisa Weaver has taught a minimum of 21 CAH since her first semester of employment. Lisa is the discipline coordinator. She is on the Curriculum Committee, CEMC, coordinator for the Business Speakers series, and chair of the BUSN/MKTG advisory board. Lisa also serves on two state-wide committees, as a CID reviewer, and on the boards of three local business/marketing related associations.

The over extension of these three faculty members has increased each year; this level of teaching and campus community involvement is not sustainable and must be addressed.

As stated above, all of the initiatives we would like to bring to the campus, student

learning improvement, retention improvement, and general campus contributions hinge on the increase in FTEF and additional faculty.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

NOT APPLICABLE

4. Rationale for classified staff position request(s).

NOT APPLICABLE

D. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

Not applicable

2. Rationale for financial request(s).

Not applicable

E. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

The software required for the Quickbooks class must be updated every other year.

2. Rationale for technology request(s).

Students purchase the correct software with the text, the same software must be available to use on campus.

F. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

The facilities requirement all the BUSN and MKTG courses require is classroom space adequate in size and configuration for the courses offered. All courses require classroom space with tables. The technology needed is white board space which can be used at the same time as the computer and/or document camera. Internet access capable of playing video clips with sound.

2. Rationale for facilities request(s).

All BUSN and MKTG courses involve case studies and team interaction at some point during the course. Accounting courses specifically require adequate table top space to work on spreadsheets and accounting problems. Marketing course require table top space for project assembly and preparation. Putting BUSN and MKTG courses in classroom space with individual desks and/or inadequate room size creates learning challenges for students and teaching challenges for instructors.

3. Request: Upgrading of existing equipment or purchase of new equipment.

NOT APPLICABLE

4. Rationale for equipment request(s).

NOT APPLICABLE

5. Request: New supplies

NOT APPLICABLE

6. Rationale for supplies request(s).

NOT APPLICABLE