Part I. Alignment with College

Chapter 0: Unit Alignment

Key Question: How is your unit aligned with the college's goals and values?

1) <u>Core Values</u>

Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's Unit Plan.

The Business Technologies Department works to embody all of Lane Community College's Core Values in its consistent work to serve a diverse population of students and support their learning, in its ongoing efforts at program innovation, and in its culture of collaborative work in all that it does. This commitment to each core value can be seen in a wide range of examples.

Learning

The core value of Learning defines Business Technologies as an instructional department. The wide range of personal and collective efforts to serve students in their efforts to learn makes it clear that there is a deep and ongoing commitment to this value.

- o Meeting the challenge of continuously renewing the curriculum that students learn from, e.g. integrating web technologies.
- o Developing experiential learning opportunities throughout the curriculum.
- o Faculty and staff supporting each individual learner – creating an open atmosphere of help where students are often seen in discussion with faculty.
- o Integrating writing skills through much of the curriculum.
- o Keeping a constant student focus in Department discussions and plans.
- o Maximizing support for learning in curricular design, e.g. in allowing students to choose how to participate in a class (teleweb, online, traditional classroom). Facilitating students' exploration of business fields by creating curriculum that supports making informed career decisions after taking core classes.
- o Aggressively working to offer up-to-date computer skills and knowledge.
- o Working to create structured support for students outside of the classroom, as in the relationship the Department has cultivated with the Tutoring Center with active faculty participation as tutors, creating a support program that serves as a model throughout the state.
- o Faculty and staff continually updating their expertise by systematic professional development including conferences, training classes, and use of sabbaticals as well as the quiet, ongoing efforts of faculty to stay current with trends and technologies.

Diversity

The core value of Diversity is already present in the Department's commitment to learning, in that all students are well supported in their goals. The majority of Business Technologies' students are from target populations, giving the department a special role in cultivating these students and helping them succeed. Some of the specific ways that the Business Technologies Department does this can be seen in:

o Providing computer hardware to support student disabilities.
o Intense personal efforts on the part of faculty in helping disadvantaged students.
o Faculty committed to helping women with families.
o Coordination with the Women's Center program for Women in Transition.

Innovation

The Business Technologies Department embodies the core value of Innovation in a way that makes it systemic, present in everything from developing the curriculum to finding new ways to support student learning, and even in the way that it faces the many organizational challenges faced by instructional departments.

o Evolving programs innovatively to respond to changing needs in job market (e.g. working to move E-Business technologies into the Administrative Assistant program, working to create a core curriculum for all professional/technical programs, aggressively evolving the E-Business program to stay ahead of the curve).
o Creating new classes (e.g., Accounting Information Systems, Applied Financial Accounting, and Survey of Accounting Software)
o Developing innovative partnerships to look for ways to build new programs in a time of fiscal restraint (e.g., with industry and Continuing Education).
o Implementing technology: by innovations in the curriculum to keep software up to date with changes in industry standards (e.g. XML), by using current hardware in ways both large and small (e.g., supporting the change to using flash drives, working to use innovative web servers), and by creative pedagogy (e.g., working to use video technologies).

Collaboration and Partnership

The value of collaborative work is an integral part of the Business Technologies Department, as is evident in the way the department conducts its work internally within the Department and the College, and externally with both industry and community outside the College. The values of teamwork, partnership and collaboration also pervades the curriculum and teaching styles within the department, explicitly in classes like those teaching teamwork and leadership qualities, and implicitly in the way that other classes are taught (e.g., the strongly interactive and supportive way that word processing skills are taught). These values are visible in many ways, such as:

o A strongly collaborative and consensus-driven departmental culture, as evidenced by the open discussions and decision-making style present in departmental meetings as well as the free-ranging hallway discussions among colleagues.
o Experiential learning environments that cultivate peer support relationships with students.

- o A strong integration of Coop Education into the curriculum.
- o Increasing partnerships with Continuing Education, as in the development of the AIPB curriculum.
- o Providing support to the college community, as in developing service courses for Computer Applications Specialist, Computer Network Operations, Computer Programming, Computer User Support, Flight Technology, Hospitality Management, Medical Office Assistant, and Medical Transcription programs.
- o A very active faculty and staff in a wide range of College work, including curriculum, finance, facilities and the new governance councils.
- o Close ties with industry both directly and through an active Advisory Committee, to ensure that course and program expectations are consistent with area businesses, making students competitive and in-demand.
- o Partnering with local area high schools through College Now classes to provide high school students with a supported transition into college life, including gaining college credit.

Integrity

Having clear commitments to each of the other Core Values is only possible with an equally pervasive commitment to integrity. The Business Technologies department manifests this commitment in many ways by:

- o Cultivating a collegial working environment that supports honest, open communication.
- o Demanding respect, fairness, and honesty in the classroom.
- o Maintaining grading standards.
- o Integrating pedagogical techniques aimed at ensuring integrity, e.g. using group assignments with accountability via letter of responsibility.
- o Contributing to the open, honest environment required for effective committee work.
- o Advocating and contributing to the fiscal integrity of the College, e.g., not spending money where it's available to spend but not truly needed, being frugal in spending and generous in support, and making responsible and timely requests for personnel positions.

Accessibility

The Business Technologies Department's attention to the value of Accessibility ranges from the daily practical work of faculty and staff to pedagogical and program design decisions.

- o Faculty are available for students far in excess of the required office hours, and it's commonplace for students to drop by and find faculty members available and willing to engage with them to help address their learning challenges.
- o Attention in schedule design to issues that facilitate students getting schedules that they can manage in conjunction with their work and home life.
- o The department provides a "student work room" with 2 computer stations and 3 desks where students can make up missed work (e.g., exams), and where a number of disabilities accommodations can be handled.
- o Extended hours in 2/107 for students needing additional lab time.

- o Staff provide consistent and quality support for students – from the rush of logistical problems that they face at the start of each term to the complexities of problems that can arise throughout the term.
- o Careful textbook choices maximize the informational and technical resources available to students.
- o Strong efforts at expanding online courses and telecourses, as well as innovative scheduling options that allow students flexibility in how they may participate in a class (e.g., by simultaneously offering the same class in different modes – online, telecourse and traditional).
- o Careful and persistent program development – serving the students by making new and updated material accessible.

2) <u>Strategic Directions</u>

The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.

Lane Community College's Strategic Directions describe specific outcomes in a transformational space of student lives, institutional organization and learning environment. The Business Technologies Department continues to have great success in meeting these Strategic Direction outcomes, and by doing so also meeting the institutional purpose described in Lane's mission statement.

Transforming Students' Lives

Transforming student lives starts with fostering the personal, professional, and intellectual growth of learners. The Business Technologies Department has a strong track record in this area through:

- o Program and course development, e.g. a recently developed model Accounting program, an E-Business program that has served as an incubator for web technologies that have then been migrated into the Administrative Assistant program, the Legal Assistant program's efforts to develop specializations that will distinguish graduates in the job market.
- o A coordinated support system for students outside the classroom, including a model tutorial program with high levels of faculty involvement, a culture of faculty accessibility to students and the student work room.
- o An innovative and student-centered pedagogical style, with a commitment to offering instruction in different modes, and explicitly supporting students who have difficulty learning to operate in an academic environment. The department also provides support for integrating techniques like experiential learning and writing into the curriculum, and developing a student relationship with the library as a central and essential resource.
- o Attention to detail in administrative details like scheduling, being available to serve students, and providing clear and timely support in an approachable way.

Built on the foundation of teaching and learning experiences as the central transformation, the Business Technologies Department has a culture of professional feedback and assessment. This culture of assessment of programs, services, and learning is visible in:

o The rapid evolution of programs to meet changing needs as determined by faculty, the Advisory Committee, and the Division Chair.
o The ongoing critical self-evaluation that results in regular professional development work, as well as creating and modifying a range of services, e.g., tutoring services to MOS certification exams.
o An effective monitoring by faculty of student outcomes, as exemplified by the work done to track students as they progress through a sequence of classes, ensuring that previous courses have prepared students for what they need to do next.
o Ongoing and regular faculty evaluations.
o Faculty and staff working in many committee contexts on a wide range of college issues, and gaining comparative insights that are brought back to the department.
o Fiscal monitoring to ensure the responsible and sustainable operation of the department.

Completing its role as an agent of transformation in student lives, the Business Technologies Department is a visible and vital community partner in empowering a learning workforce in a changing economy. This partnership role is accomplished by:

o Being committed to maintaining great student relations, as evidenced by service beyond what is required in creating a supportive environment and working to help students showing signs of academic or personal stress.
o Creating cross departmental collaborations with results that are visible to the community, e.g. efforts to work with Continuing Education to meet both student and industry demand.

Transforming the Learning Environment

Being an agent for change in transforming the learning environment is a challenge that is central to what Lane does, but is especially visible in professional/technical programs. The students in these programs often have not yet built a comfortable and effective relationship with an educational institution as their learning ally, and it is by transforming the learning environment for these students that they are able to engage in their education and succeed in their goals.

The Business Technologies Department helps create a culture of diverse and inclusive learning in all that it does by working effectively and respectfully with students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.

o Along with a culture of transforming the learning environment, the Business Technologies Department also attentively provides inviting and welcoming facilities by:

▪ Actively engaging in safety issues: e.g., providing staff members who are building safety representatives.
▪ Working closely with Instructional Computing to provide quality lab facilities.
▪ Faculty membership and advocacy on the Facilities Management Team.
▪ Careful attention to improving and maintaining physical appearances to be as inviting as possible.

Transforming the College Organization

Given the larger fiscal context, the Business Technologies Department's successes in achieving and sustaining fiscal stability are essential to its role in helping transform the College organization. These successes include:

- o Consistently monitoring and operating within budget.
- o Effectively implementing college financial policies and working to eliminate waste.
- o Spending prudently, or not at all if it's not called for (e.g., returning in excess of $20,000 for lab equipment that wasn't really needed).
- o Requesting resources wisely (e.g. making responsible and conservative equipment and personnel requests).

The Business Technologies Department also works to build organizational capacity and systems to support student success and effective operations through:

- o Working effectively with Instructional Computing to support and build needed lab resources.
- o Active participation by faculty and staff in a wide range of organizational systems, including: facilities management, safety representation, curriculum committees, faculty councils, and governance councils.

The Business Technologies Department promotes professional growth and provides increased development opportunities for staff both within and outside the College, as is evident from the range of these activities that faculty and staff have engaged in:

- o Bruce Darling was certified in Access, Excel and AIPB.
- o Kaaren O'Rourke received a second Masters in E-Commerce.
- o Annie Paschall attended a 2-day professional conference on the new laws and regulations for payroll (Federal and Oregon).
- o Chris Culver became a certified instructor of leadership training through Phi Theta Kappa.
- o Velda Arnaud attended seminars on WebCT and Mozilla to help her better prepare online instructional materials. She attended a Boy Scout Commissioner College in February 2004. She also completed an Ed2Go course, Your Screenwriting Career, through Oregon State University in March 2004.
- o Sharon Kimble and Pat Hansen attended the 2004 WBITE/OBME (Oregon Business Management and Educators) conference.
- o Deborah Posen attended workshops on teaching and technology at Fall 2004 Inservice. She reads the Law.Com newswire weekly to keep current on law office management issues, and national legal news. She also subscribes to the American Association for Paralegal Education Journal to keep current on teaching issues specifically related to paralegal education.
- o Cathy Grant-Churchwell attended American Marketing Association (AMA) meetings. She also upgraded her home computer and software to enhance her presentations in the classroom, and so that she can remain proficient in the current version of software.

o Eilene LePelley continues to be actively involved in the McKenzie Chapter of the IAAP. She also belongs to the Business Education Association at the state, regional, and national level.

o Kirsa Whedon completed an Excel class to increase her proficiency in the software. She also attended the pilot Leadership course offered by Chris Culver Summer 2004.

3) Learning Centered Principles

The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.

Learning Centered Principles

o Lane provides opportunities for transformation through learning. The Business Technologies Department integrates this principle in its work.

- Its methodologies for teaching (use of experiential and interactive learning methods, innovative use of technology, strong curriculum and program development efforts).
- Providing support for students outside the classroom (instructor availability, support resources like the student work room, close working relationship with and support for the Tutoring Center).
- The professional development of faculty and staff (additional professional and academic certifications earned by faculty).
- Community relationships (College Now, Advisory Committee, IAAP, AIPB).
- Conducting college business (College Committees, Governance Councils, and Special Projects).

o Lane engages learners as active partners in the learning process. The Business Technologies Department integrates this principle in its work by:

- The use of experiential and interactive pedagogy.
- Requiring independent work in writing, library, and web assignments.
- Providing teamwork and leadership classes; integrated teamwork and leadership elements in other courses.
- Providing extensive coop requirements and opportunities.
- Facilitating student interactions with area businesses.

o Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning. The Business Technologies Department integrates this principle in its work.

- Each of the pedagogical and program elements that make students active partners, as listed above.
- Explicit contracts of responsibility, e.g., syllabi with clearly defined outcomes and measures of assessment, group assignments with accountability via letter of responsibility.

- Creating an explicit and inviting climate of faculty availability, creating a rewarding and responsive climate to student initiative in the area of being responsible for learning.

o Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners. The Business Technologies Department integrates this principle in its work.

- The Business Technologies Department offers classes as telecourses, online, in-class, and in some cases, as combination of these delivery methods.
- Within most courses there are diverse opportunities for learning (kinesthetic, oral, and visual) and multiple methods of assessment (testing, writing, projects, and presentations).
- Many courses have a strong experiential component (e.g. in computer skills classes).
- There is strong support for coop-based learning that is practical and realistic in its context and scope.
- The curriculum of each program includes group work and skills.

o Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility, and student need. The Business Technologies Department integrates this principle in its work.

- The Business Technologies Department faculty have decided to open all courses, every term, for student evaluations. Faculty use the data collected via that process to continually enhance curriculum and streamline educational processes.
- Faculty have a wide latitude and significant professional responsibility in assessing the success of programs through staying current with the workplace, industry needs, and assessing student placement success.
- Faculty undertake frequent periodic reviews of the outcomes of each program and the best methods of assessing those outcomes.

o Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts. The Business Technologies BA278, Leadership & Team Dynamics, course provides a characteristic example of how the Department promotes an environment where all learners are encouraged to develop their full potential.

- This course has a unique and empowering curriculum that values and supports diversity in leadership and team roles.
- Reading and discussion materials include works from Martin Luther King, Jr., Ceasar Chavez, Elizabeth Stanton, Nelson Mandela, Gandhi, Susan B. Anthony, Chief Joseph and others.
- The combination of culturally diverse historical authors and contemporary leadership philosophy work to support an emergent servant leadership style.
- Students are encouraged to see the value and ability of other cultural leaders, while also examining the similarities of their leadership styles and traits.
- The emergent leadership materials help to show the impact of diverse individuals and increases students' perceptions of their potential contributions and worth.

o Lane is committed to both individual and organizational learning. The Business Technologies Department integrates this principle in its work through:

- Attention to core values, especially learning, collaboration/partnership, and innovation.
- Support for personal transformation, as evidenced by the significant amount of professional development engaged in by faculty and staff.
- Support for student learning, as documented in the section on learning as a core value.
- Transforming itself, as evidenced by a rapid rate of program evolution.
- Transforming its curriculum, as evidenced by its active course creation and modification.
- Transforming its business processes, as evidenced by its cultivation and development of active relationships with the business community, area high schools, and other departments at Lane.

o Lane students and staff are a community of learners, all of whom contribute to learning. The Business Technologies Department integrates this principle in its work through:

- Constructing systems of support for student learning outside the classroom. These systems include staff as well as faculty.
- Ample evidence of professional development.
- Active participation in College processes, helping them be learning processes for the institution.

o Lane promotes open communication among staff, students, and the community within and across organizational and physical boundaries. The Business Technologies Department integrates this principle in its work through:

- Effective use of internet technologies, e.g., creating a new Departmental website under the new template, with updated information and new maintenance processes.
- Accessible culture, as evidenced by frequent student contact with faculty.
- Strong support processes for students outside the classroom where open communication is the basis for support, as evidenced by the work done in the Tutoring Center and the student work room.
- A culture of collaboration and consensus, where departmental issues are discussed openly and easily among faculty and staff.
- Very active participation among faculty and staff in college work, facilitating communication between the Department and other areas at Lane, and also informing and motivating communication between those serving as representatives in college work and the rest of the Department.

Part II. Unit Description

Chapter 1: Unit Description
Key Question: Who are you? Answer this question by providing the following information about your unit.

1) **Unit Mission/Vision**
   Does your unit have a Vision or Mission Statement? Yes. ***When was it written or updated?***
   1/18/01 ***Do you have a process for regular review?*** In the future, it will be part of the Unit
   Planning process.

   Business Technologies Department

   A Vision That…

   …Our students will be so well prepared when they complete our programs that they will have a
   competitive advantage over other job applicants.
   …Employers will see a Business Technologies Department degree or certificate listed on a
   graduate's resume and say, "I want that applicant."
   …Once on the job our graduates will prove to be highly valued employees.

   Mission…

   …To provide program majors with the competencies needed to be successfully employed in the
   business community.
   …To provide the college and greater community with continuing technical skills and life-long
   learning opportunities.

   The Business Technologies Department provides professional technical degree programs,
   certificates of completion, lower division college transfer courses, and service courses to other
   departments and degrees on campus.

2) **Catalog Description**

   How do you describe your unit and instructional offerings in the college catalog? See below.
   How does your unit manage the review of catalog copy each year? The Administrative
   Coordinator distributes proofing hard copies to program leads, who compile all changes onto the
   proofing document and return it to the AC, who then makes the changes to the files. This process is
   repeated at least twice, and faculty do a final proof before files are submitted to Curriculum &
   Scheduling.

   ACCOUNTING AAS DEGREE
   The Accounting program prepares students to enter the field of accounting as junior accountants,
   full cycle bookkeepers, accounting clerks, payroll clerks, and accounting office managers.

OFFICE ASSISTANT CERTIFICATE & ADMINISTRATIVE ASSISTANT AAS DEGREE
Office assistants and administrative assistants. **Office assistants** can have a wide variety of duties. They may handle correspondence, maintain electronic and manual files, assist with financial record keeping, operate a variety of office equipment, assist customers, answer telephones, act as a receptionist, perform general office duties, and use personal computers for internet research, word processing, and financial analysis. **Administrative assistants** can provide high-level administrative support by conducting research, preparing statistical reports, and handling information requests. They have higher proficiency in document production and the use of computer software programs, including the ability to assist others with computer problem solving. They are capable of assuming some executive decision-making responsibilities and can assist with Web page design and management. This program provides the foundation necessary to prepare for the Certified Professional Secretary examination.

E-BUSINESS AAS DEGREE
To prepare students for successful careers as administrative assistants in an E-Business environment who are proficient in the use of advanced computer programs, are capable of assuming some executive decision-making responsibilities, and are qualified to manage a business web site.

[Note: This program is suspended for the 2005-2006 academic year in recognition of its success in transferring E-Business skills into the Administrative Assistant program, and in support of its rapid evolution in the current marketplace.]

LEGAL ASSISTANT AAS DEGREE
This program prepares students for successful careers as legal administrative assistants or legal secretaries in law offices, courts, insurance companies, human resource departments, and other law-related business and government offices. This program uses the National Association of Legal Secretaries (NALS) text to assist students in preparing for the NALS Accredited Legal Secretary (ALS) certification examination.

3) <u>History/Significant Program Events</u>

How did your instructional unit evolve at Lane? The Business Department was split into two departments, Business Administration and Business Technologies, in 1996-1997. The Business Administration Department was eliminated in 2002-2003 (provided teach-out offerings in 2003-2004).

What significant events have marked your growth? The Business Technologies Department sustained a large budget reduction as a result of budget cuts in 2002-2003, but has managed to become more efficient and focused as a result.

Do you have a system for maintaining an archival history of your unit? There is not currently a formal process in place. Some records are available in Archives, and some are in department files. We do not currently have the resources required (staff) to gather and organize the data.

Do you have annual events that are representative of your unit's goals or teaching methods?
Not currently. The Business Technologies Department used to have an annual graduation celebration event where we honored our outstanding students, but due to budget constraints we have not done that since 2001-2002.

4) <u>**Degrees and Certificates**</u>

What degrees or certificates does your unit provide?

- o Two-Year Associate of Applied Science Degree

  - Accounting
  - Administrative Assistant
  - E-Business (suspended for 2005-2006)
  - Legal Assistant

- o One-Year Certificate of Completion

  - Office Assistant

- o Cooperative Education

  - Accounting
  - Administrative Assistant
  - E-Business
  - Legal Assistant

If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees? N/A

Do any of your courses support Professional Technical Programs? All

5) <u>**Organizational Structure**</u>

Please provide a description of how your unit is administratively organized within Lane's instructional structure. The Administrative Coordinator and Faculty report directly to Division Chair. The Division Chair reports to the Associate Vice President of Instruction.

6) <u>**Staff/Faculty**</u>

Please provide a list of your faculty and staff. For faculty, indicate FTE appointment, educational credentials, and primary area of expertise/instruction. For staff, indicate FTE appointment and primary job responsibility.

Faculty	FTE	Educational Credentials	Expertise/Instruction
Culver, Christopher	1.0	M.B.A. Univ. of Oregon; B.S. Univ. of Oregon	Accounting & Business
Darling, Bruce	1.0	M.A.F.I.S. Cleveland State Univ.; M.B.A. Cleveland State Univ.; B.A. The College of Wooster, Ohio	Accounting & Business
Grant-Churchwell, Cathy	1.0	M.S. San Jose State Univ.; B.S. San Jose State Univ.	Administrative
Hansen, Pat	1.0	M.S. Oregon State Univ.; B.S. Oregon State Univ.	Administrative
Kimble, Sharon	1.0	M.A.Ed. Western Carolina Univ.; B.S.B.A. Western Carolina Univ.	Administrative
Maitland, Laura	0.6	M.Ed. Western Oregon Univ.; B.S. James Madison Univ.	Administrative
O'Rourke, Kaaren	1.0	M.S. E-Commerce National Univ.; M.B.A. Portland State Univ.; B.S. Portland State Univ.	E-Business & Accounting
Paschall, Annie	1.0	C.P.A.; M.S. Univ. of Missouri; B.A. Duke Univ.	Accounting
Voyce, Bruce	1.0	M.H.R.M. Univ. of Utah; B.S. Brigham Young Univ.	Business

Staff	FTE	Primary Job Responsibility
Whedon, Kirsa	1.0	Under the direction and policy guidance of the division chair, this position coordinates the administrative functions for the Business Technologies Department. The primary focus of this position is on managing day-to-day activities for the department office; providing student support services; assigning work, setting priorities, and developing operating procedures and policies; recruiting, screening, selecting, and training staff; analyzing, and managing the annual operating budget; coordinating curriculum and scheduling functions; managing personnel files and payroll functions; researching, analyzing, and preparing reports and recommendations for faculty and the division chair; writing, proofing, and editing grants, documents, and reports; selecting and coordinating the installation and maintenance of new technology; providing ongoing computer technology support to faculty and staff; and facilitating department/division planning efforts and the establishment of policies.

7) **Student Profile**

Please provide demographic data for your student population.

Gender 2003-2004: 659 Female, 488 Male, 6 Unknown, 1153 Total
Ethnicity 2003-2004: 57 Asian/Pacific Islander, 15 African-American, 832 Caucasian, 44 Hispanic, 33 American Indian/Native Alaskan, 144 Unknown

8) **Facilities and Equipment**

Describe your campus space. The Business Technologies Department is located in building 2 on main campus. We have four computer lab classrooms, one calculator lab classroom, and utilize 2-3 traditional classrooms each term.

What are its strengths? The department and faculty offices are, for the most part, located in the same building. The computer labs are located in the same building as the techs who support them. The Department has always been in this space so students can find us easily.

Its challenges? The building is old and in need of major renovation. There is no privacy for student/faculty conversations since the offices are done as "temporary" partitions, not full walls. There is a tremendous waste of space due to the reception/workroom area configuration.

What are your utilization ratios? 70%

Provide a copy of your equipment inventory. The inventory for the computers in the labs is maintained by Barbara McIntire in Instructional Computing.

What are your equipment strengths? Our computer labs house equipment that has been updated within the last two years. *Challenges?* The Department must maintain currency with industry standards in software which is difficult to do quickly if the current equipment won't support the new software versions.

Do you have any plans in place for equipment replacement? The only equipment that the Department uses is student computers in labs. In the past the Department has replaced these computers by utilizing a combination of Carl Perkins Grants, Tech Fee Allocations, and M&S general funds when available.

9) **Budget Profile**

Provide a profile of your General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.) and Restricted Fund 9 (tuition-based sections).

Business Technologies 2004-2005 Budget

Description	Total Budget
Personnel Total	984,778
M & S Total	76,183
Tech Fee	16,838
ICP Total	66,250
MOS Testing	6,750
Carl Perkins	84,262
Tuition Based	60,600
TOTAL DEPT BUDGET	**1,295,661**

Part III. Performance 2003-2004

Chapter 2: Program Outcomes Data, 2003-2004

Key Question: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? **Using the provided spreadsheet**, *please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.*

1) **Enrollment data**
   Please provide the following enrollment data for 2003-2004:

   - Unit Level Student FTE
     w/o Coop: 366
     w/ Coop: 416

   - Unit Level Student FTE/Unit Level Faculty FTE ratio
     w/o Coop: 43
     w/ Coop: 48

   - Capacity Analysis: Actual annual enrollment (headcount) / maximum possible
     w/o Coop: 70%
     Coop: Average Headcount is 5 (no meaningful maximums for max. %)

2) **Student Success Data** N/A

3) **Budget (Unit Level)**

   Please provide the following budget information:

Description	Total Budget
General Fund Allocation	967,064
Actual Costs of Unit Operation	832,008
Revenues (Course Fees, etc.)	50,465
Cost per Student FTE	w/o Coop - 2,273 w/ Coop - 2,000

Chapter 3: Program Outcomes Analysis, 2003-2004

Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.

Approaches you might take include:

Methods of assessment you might use include:

1. *Needs Assessment*
2. *Satisfaction Assessment*
3. *Assessing Learning Outcomes*
4. *Environmental Assessment*
5. *Assessing Cost Effectiveness*
6. *Dropouts Assessment (program or college)*
7. *Post-Completion Follow-up Assessment*

1. *Qualitative Assessment*
2. *Quantitative Assessment*
3. *Pre tests/post tests*
4. *Portfolio Assessment*

1) **How effectively did you fulfill your unit's mission?**
What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?

Business Technologies remains very effective in fulfilling its mission to provide program majors with the competencies needed to be successfully employed in the business community, and to provide the college and greater community with continuing technical skills and life-long learning opportunities based on the direct feedback received from students, the business community, from other areas of LCC, and from the community at large. Both qualitative and quantitative measures of needs, satisfaction, and outcomes provide evidence of an instructional department that is strong, deeply engaged, and central to Lane's success.

Student satisfaction is central to assessing effectiveness as an instructional department – students in Business Technologies courses and programs are engaged and supported in life-transforming work, and the quality and professional integrity of the faculty *defines* LCC for students for most of the year, far beyond any governance or support system on campus. In this area Business Technologies excels. The faculty's intense and personal devotion to student success both in the official class meeting times and in a thoughtfully constructed support system outside of the class creates a climate for student satisfaction and success, and students consistently provide the feedback that confirms this.

Student success is equally critical to assessing effectiveness. A crucial assessment of performance for the department's professional/technical programs is the feedback gained from the department's Advisory Committee. These volunteer members of the business community are in an excellent position to help define needs and to give perspective on student success, both as employers and as partners in education through coop opportunities. The feedback from the Business Technologies Advisory Committee has consistently been both favorable and productive in determining and improving student success.

Examples of Program Successes

Legal Assistant Program Successes: The curriculum has been updated to add more writing and legal courses from other departments (technical writing/criminal justice/political science). A new course, Intro to the Law Office, was created to give students who are unsure of their career and academic goals a basic introduction to the skills used in law offices, and the business of law practice. Recent graduates have obtained full-time employment as entry-level legal assistants with salaries of $25,000 or more. Other students have adjusted their career and academic goals from legal assistant to lawyer, and are currently applying to law schools. Students with outdated or out-of-state legal assisting backgrounds have updated their skills, and currently employed legal support personnel have upgraded their skills.

Accounting Program Successes: New curriculum has been fully implemented. Students who graduated Spring 2004 represent the first cohort to have benefit of some of the new classes. They graduated with the strongest skill set of any of our graduates as evidenced by the quality of the capstone projects they produced in their final accounting course.

Examples of Department Successes

Business Technologies faculty and staff contribute to the College, in committee work and in partnerships in many ways.

- By our involvement in the College Now program – we articulate many of our courses with area high schools where their students earn college credit while attending high school.
- By faculty working with the Self Study team to post Accreditation materials on Lane's homepage.
- By faculty participation on the Banner Core Team.
- By faculty and staff participation on hiring committees college-wide.
- By faculty partnering with the IAAP administrative office professionals community group as an institutional member and working to develop a Certified Professional Secretary (CPS) exam prep course offered through Continuing Education.
- By faculty serving as members on the Faculty Council.
- By faculty and staff serving on the Finance Council.
- By faculty working on Standard 7 of the Accreditation process.
- By faculty serving on the Curriculum Committee.
- By staff participation on the Less with Less, Peer-to-Peer, and Animal Support Committees.
- By faculty serving on the Short Term Professional Leave Committee.

Community support for the Business Technologies Department is evidenced by the fact that many local employers contact us requesting student referrals because they are so impressed with the quality of skills that our students possess.

Faculty have received many comments from potential students about the value of Lane's Business programs – although, those comments are often coupled with a comment about not being able to get the classes they need to be full-time students and get financial aid.

Bruce Darling was asked by Oregon Community Credit Union to do a presentation to the public on the benefits of real estate investing. The presentation was made in October 2004, and was attended by over 50 individuals. This shows that the business community values our knowledge and perceives us as authoritative experts in our fields.

Our local IAAP group has expressed their appreciation for our Department's participation in and support of their activities to help create a professional atmosphere and learning opportunities for administrative office workers.

Less tangible but still important is the constant positive feedback received from the community at large for what the Business Technologies Department accomplished in supporting community members in their lives. One of the department's greatest strengths lies in the staff and faculty's dedication to our students, and to providing the best educational experience possible for them.

2) **How well did students meet your learning outcomes at both the Program Level and Course Level?**
What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?

Evidence approach and Method of assessment: [faculty assessment, tutoring center, degrees awarded, environmental] x [qualitative, quantitative]

Business Technologies excels in helping students meet their learning outcomes at both the program and course levels. The establishment and assessment of learning outcomes depends on the professional efforts of faculty in leading, mentoring, and assessing students in their efforts to learn.

The obvious and traditional method of establishing course-level outcomes is entrusting faculty with making a professional and personalized assessment in assigning course grades. The general levels of success (and even excellence) in Business Technologies courses provides evidence of successful outcomes, and the caliber and dedication of the Business Technologies faculty lends a high degree of confidence to this method.

The following explanation of a grading rubric for an accounting class exemplifies how grading legitimately serves as an assessment tool for learning outcomes for both department and student:

- o Grades are based on performance on tests, projects, and out-of-class assignments. Students are given the relative weights in the syllabus.
- o Quality required for an A is true excellence. Project or test needs to demonstrate that student understands and can apply relevant knowledge at the level an employer would expect from a valued employee.

o Quality required for a B is very good. Student understands basic principals, but is uncertain about some area.
o Quality require for a C is "plug and chug" (nearly 100% accuracy in the numbers, but not necessarily a high level of understanding of "why" the numbers exist.

Another critical assessment of meeting course-level outcomes is in the dependencies between courses – students completing prerequisites should be able to function effectively in subsequent courses.

For example:

Success In	Depends on …
BT148 Integrated Office Systems 1	BT117 MS EXCEL for Business; BT118 MS POWERPOINT for Business; BT120 MS WORD for Business; BT140 Records Management
BT248 Integrated Office Systems 2	BT148 Integrated Office Systems 1; BT142 Document Formatting 1; BT245 Office Management
BT217 MS EXCEL for Business - Expert	BT117 MS EXCEL for Business
Accounting Sequence	The accounting sequence builds basic skills and theoretical knowledge in the first courses, and then adds significant practical problem-solving and communication components in more advanced courses. Program majors are held to a higher standard than just passing for these sequenced courses. The student must earn a B in prerequisite courses to fulfill program requirements.

The establishment and assessment of learning outcomes depends on faculty defining the curricula and programs of study that function effectively for students and in the community.

Administrative Assistant Program
Learning Outcomes - The graduate of the first year certificate program will:
- work independently and in teams.
- produce high-quality documents and correspondence using a variety of computer software.
- provide quality customer service.
- communicate effectively orally and in writing, including use of electronic methods.
- organize and maintain business files and records both manually and electronically.
- maintain basic financial records.
- use appropriate library and information resources to research business topics.
- apply critical thinking and analytical skills in decision making and problem solving.
In addition to the above outcomes, the graduate of the Associate of Applied Science program will:
- perform administrative, management, financial, and Web support functions using technology.
- apply and integrate advanced computer software applications to complete complex projects and documents.
- perform in office management level positions after additional office experience.

Legal Assistant Program

Learning Outcomes - The graduate will:
- use and understand basic legal terminology and concepts.
- customize legal terminology and concepts in written and oral communications for use in the legal environment.
- be able to prepare legal documents, letters, and pleadings.
- understand and have basic skills in legal research, interviewing, client relations, billing, legal analysis, and trial preparation.
- use appropriate library and information resources to research professional issues and support lifelong learning.
- access library, computing and communications services and obtain information and data from regional, national, and international networks.
- use critical thinking skills.
- use logical problem solving techniques.
- use billing computation skills.

E-Business Program

Learning Outcomes - The graduate will:
- work independently and in teams.
- carry out office administration procedures, management support, and Web support functions using technology.
- produce high-quality documents, correspondence, and Web pages.
- provide customer services.
- lead or co-facilitate Web production teams.
- access library, computing and communications services and obtain information from regional, national, and international networks.
- interpret the concepts of a problem-solving task and translate them into mathematics.
- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

Accounting Program

Learning Outcomes The graduate will:
- use computerized and manual systems to record data and prepare accounting statements and reports.
- apply accounting theory to analyze accounting information.
- use computerized accounting and spreadsheet software.
- use critical thinking skills to identify and solve problems in the accounting area.
- access library, computing and communications services and obtain information from regional, national, and international networks.
- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

3) How well did students meet Core Ability outcomes?

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?

Business Technologies has worked to systematically integrate the identified Core Abilities throughout the curriculum. The extent of successful integration coupled with successful course and program outcomes provides both direct and indirect evidence of meeting Core Ability outcomes.

- o The following courses are a sample of the required courses that provide significant work and direct assessment of a student's ability to communicate effectively (either orally or in writing): *note – the majority of classes taken in Business programs provide significant writing and/or oral presentations.*

  - Administrative Assistant: WR121 English Composition: Exposition & Introduction to Argument, BT180 Business Proofreading and Editing, BA214 Business Communications, and Speech Requirement
  - Legal Assistant: WR121 English Composition: Exposition & Introduction to Argument, BT180 Business Proofreading and Editing, BA214 Business Communications, WR227 Technical Report Writing, and Speech Requirement
  - E-Business: WR121 English Composition: Exposition & Introduction to Argument, BT180 Business Proofreading and Editing, BA214 Business Communications, and Speech Requirement
  - Accounting: WR121 English Composition: Exposition & Introduction to Argument, BT180 Business Proofreading and Editing, BA214 Business Communications, and Speech Requirement

- o The following courses are a sample of the required courses that provide significant work and direct assessment of a student's critical thinking and problem-solving abilities:

  - Administrative Assistant: BT117 MS EXCEL for Business, BT148 Integrated Office Systems 1, BT165 Introduction to the Accounting Cycle, BT245 Office Management, BT248 Integrated Office Systems 2, BT251 E-Business Fundamentals, MTH060 Beginning Algebra and MTH065 Elementary Algebra
  - Legal Assistant: BT117 MS EXCEL for Business, BT165 Introduction to the Accounting Cycle, and MTH060 Beginning Algebra
  - E-Business: BT117 MS EXCEL for Business, BT245 Office Management, BT251 E-Business Fundamentals, BT257 Web Project Planning, BT258 Web Project Development, MTH060 Beginning Algebra and MTH065 Elementary Algebra
  - Accounting: BA211 Financial Accounting, BA213 Managerial Accounting, BT165 Introduction to the Accounting Cycle, BT117 MS EXCEL for Business, BT217 MS EXCEL for Business – Expert, BT245 Office Management, BT250 Automated Accounting Systems, BT251 E-Business Fundamentals, and BT268 Accounting Capstone.

- o The following courses are a sample of the required courses that provide work and direct assessment of a student's understanding of the relationship between self and community,

including self-awareness, personal responsibility, and the development of cultural competence.

- Administrative Assistant: BT146 Team Building, and CG203 Human Relations at Work or BA278 Leadership & Team Dynamics
- Legal Assistant: BT146 Team Building, and CG203 Human Relations at Work or BA278 Leadership & Team Dynamics
- E-Business: BT146 Team Building, and CG203 Human Relations at Work or BA278 Leadership & Team Dynamics
- Accounting: BT146 Team Building, and CG203 Human Relations at Work or BA278 Leadership & Team Dynamics. Each of the applied accounting courses (BT170 Payroll Records and Accounting, BT263 Applied Financial Accounting, BT250 Automated Accounting Systems, and BT268 Accounting Capstone) requires the student to reflect on how the work of the bookkeeper affects the success or failure of the business, and the importance of personal honesty and systems to protect the assets of a business. These courses also require students to consider the implications on society as a whole of various business reporting practices relating to employees and treatment of the environment.

o The following courses are a sample of the required courses that provide students the opportunity to explore academic disciplines.

- Administrative Assistant: BT129 Business Web Pages, BT165 Introduction to the Accounting Cycle, BT170 Payroll Records and Accounting, BT251 E-Business Fundamentals, and BT252 Internet Business Applications
- Legal Assistant: BT129 Business Web Pages, BT165 Introduction to the Accounting Cycle, BT170 Payroll Records and Accounting, BT172 Tax Concepts and Preparation, BT175 Survey of Accounting Software, and a choice of criminal justice courses
- E-Business: CIS140S Microsoft Windows 2000 Pro Intro, CIS178 Introduction to the Internet, choice of ART115-117, and ART288 Introduction to Web Design
- Accounting: BT251 E-Business Fundamentals

4) <u>How efficiently did you use the resources you were given?</u>
What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?

Strengths:

- Cost per FTE was $2,000 with coop.
- Did not use full budget allocation.
- Used up old supplies from departments that had been cut (Business Administration and Business Education Center) whenever possible versus purchasing new.
- Sharing supplies and resources with other departments (i.e. giving CIT a color printer).
- Did not spend money where it was available to spend but not truly needed (i.e. new office furniture is needed badly, but with a remodel on the horizon we chose not to spend money on furniture that may or may not work after the remodel is completed).

- Closed the department on Fridays in the Summer to save on operating cost, and allow the Administrative Coordinator to utilize vacation pay.

Weaknesses:

- Inability to control where budget is allocated (i.e. we did not use the full M&S budget allocation, but were unable to use it where we really needed to, like funding a front desk position).

5) <u>How well are you utilizing current technology?</u>
What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?

Strengths:

- Very effective in utilizing technology directly related to instruction.
- Use of the N drive (nursery drive) for students to access their work from anywhere via the Internet.
- Try to maintain currency of software versions (affected greatly by resource availability).
- Various classes (Team Building, Intro to Business, Business Communications, E-Business Fundamentals) utilize the department laptop and PC viewer for student presentations.
- A leader at LCC in effective use of online technologies.
- The department utilizes email to make in-person meetings more efficient by establishing an agenda with timelines, and using email for meeting summary and follow-up.
- Based on a recommendation from the Administrative Coordinator, the department's faculty and staff computers were replaced in June 2003 in anticipation of new software compatibility resolution.

Weaknesses:

- Technology in the office environment changes rapidly, it is a challenge to stay current with and incorporate every new tool (i.e. voice recognition software, palm pilots, wireless technologies, etc.) into the curriculum in a timely manner.
- It is a challenge to predict what new tools should be added to the curriculum until they have been around long enough to see what role they will play in daily business operations.
- We are limited to only using what the Instructional Computing technicians can support as far as hardware and software – this limits our ability to respond rapidly to industry software trends in particular (i.e. our Advisory Committee has requested that we add Outlook to the curriculum repeatedly and we are still working out the technical barriers to getting that done).
- The projectors in rooms 202 and 209 need to be replaced, performance level can not keep up with demand.

- It would be optimal to have an instructor computer or laptop connected to a projector in every traditional classroom.

6) **If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004?

The Business Technologies Advisory Committee is composed of highly committed community members representing a broad spectrum of business and social service agencies. The Committee has been very effective in helping the department meet program goals. For instance, recent significant changes in the accounting program are the culmination of a long process of seeking feedback from the Advisory Committee and the business community at large. The Advisory Committee continues to give guidance and feedback. The accounting program lead will, during a sabbatical, be conducting site visits that are made possible by Advisory Committee members. The Committee played a large part in instigating the integration of E-Business material into the Administrative Assistant program.

7) **How well did you meet faculty and staff goals?**

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?

The Business Technologies department is committed to a process of continuous improvement in instruction, service to students, and collaborative department processes. Below are some examples of individual goals that were met in addition to our collective goal of providing the best possible learning experience for students:

- Pat Hansen learned WebCT and upgraded her skills to teach the latest version of software.
- Cathy Grant-Churchwell met her goals of staying current with the ever-changing software world and providing the information to her students, and integrating current real world applications in her classes with her outside interest including her work as an accountant, paralegal, and marketer.
- Deborah Posen has wanted to move the Legal Assistant program to a more stable position by adding daytime courses and clarifying the status of the program with the Counseling and Advising Department – both of these goals are being achieved. She has also had an opportunity to teach Introduction to Business, which she has taught at a four-year university in the past, but had not yet taught at Lane.
- Bruce Darling has met his goals of teaching many of the different accounting courses, developing the Professional Bookkeeping Course online, and continuing to develop his professional and teaching skills.

- Chris Culver developed and taught the new Leadership series of classes. However, his many contributions to the College as a whole make it difficult to develop and fulfill many personal professional goals.
- Sharon Kimble has made significant progress on all three of her goals: to keep her software skills up to date, to help keep the Administrative Assistant program in touch with community employer needs, and to improve her teaching skills.
- Judy Boozer continues to grow by teaching new courses for the department, and is very pleased to be able to contribute to the Women in Transitions program by teaching Computer ABCs this year.
- Annie Paschall met her goals of balancing long-term and short-term planning for the Accounting program, improving assessment techniques for accounting courses (particularly MS EXCEL for Business – Expert and Managerial Accounting), and serving as a mentor for other faculty members teaching accounting classes for the first time.
- Kirsa Whedon met her goal of increased involvement in college operations by being a member of the Less with Less Committee, continuing to be actively involved in Peer-to-Peer, and serving on the Finance Governance Council.

Goals not met this year include:

- Getting approval to convert the Instructional Support Specialist position to an Office Support Specialist position so that we can provide better service to students.
- Getting funding for the Business Tutor Coordinator position.
- Creating a simulated classroom that would incorporate practical experience with basic office equipment and work flow management skills into the curriculum.

8) <u>Overall, what strengths do you believe your unit demonstrated in 2003-2004?</u>

Strengths:

- Continued commitment to fostering an educational experience for our students that is welcoming, respectful, inclusive, and conducive to learning.
- Continued involvement with College processes and committees.
- Responsible use of resources.
- Continuous innovation and improvement of classes and programs.
- Continued collaborative department processes while incorporating new faculty into the team.
- Collaborated with Continuing Education to "share" courses (credit and non-credit students in the same class).
- Continued participation of strong Advisory Committee.

9) <u>Overall, what challenges do you believe your unit faced in 2003-2004?</u>

Challenges

- Accreditation.

- Banner implementation issues.
- Advent of governance system.
- Incorporation of new faculty into the team.
- As with the rest of the college, we have experienced a slight drop in enrollment.
- Lack of staffing for the front desk/reception area.
- Lack of qualified part-time faculty due to budget cuts in 2002-2003.
- Confusion in Counseling and Administration with regards to the status of the Legal program.
- Competition from Pioneer Pacific.
- There are not enough computer labs or classrooms (especially large, 45-50 seats) available to schedule classes appropriately, or to accommodate much enrollment growth.

10) <u>What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?*</u>

Needed improvements & changes:

1. We need to create better instructional space (i.e. flexible classrooms that can be used as traditional classrooms, or labs when needed) so that we can maximize efficiency and utilization of space.
2. We need to replace the projectors in 202 & 209, they are no longer adequate to support the high-usage they are getting in the lab environment.
3. The creation of a common first-year core for all our programs will help us maximize efficiency and instructor expertise, provide more flexibility for students, and help us compete with Pioneer Pacific by making it more possible for students to gain entry-level employment after their first year of training.
4. By building on the first-year core, the creation of new degrees in Retail & Service Management and Financial Services will serve the local business community, provide more choices for existing students, and draw a population of students who would otherwise not be looking at Lane as a service provider.
5. We need to increase classroom capacity and instructor availability (fill vacant position) so that we can offer the ASOT in Business, since the largest single group of students transferring to the U of O from LCC is in the area of business.
6. We need to further expand online offerings in order to provide more options for students and to help lessen the demand for classroom space on main campus during peak hours.
7. In order to provide student services, support faculty, market our program, more efficiently use resources, and to provide an example to our students of how a "business" should be run, we need to have a full-time Office Support Specialist position.
8. In order to best facilitate student success and retention, and ensure efficient use of resources we need to have a Business Tutor Coordinator position.
9. There is a need to bring Web courses from different departments together to create a new inter-departmental Web Developer degree that would better serve students, provide qualified personnel to local businesses, and draw new enrollment. This new program would also result in eliminating various territorial issues of duplication.

Part IV. Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005

How do you propose improving future performance? **Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

1) <u>Initiative Title</u> Update Projectors in Labs (202 & 209)   <u>**Division Priority: 7**</u>

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.2: The projectors in two of the four business labs are outdated and in need of replacement. This initiative would equip both labs with new projectors.

3) <u>**Describe the initiative**</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, building 2.
   - *How many students (per year) will benefit?* 1150-1200
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   This initiative will allow faculty to provide a better learning environment by utilizing the latest technology in SVGA projectors. These new projectors would be located in business labs 202 & 209. On average the Business Technologies department serves 1150-1200 students per year, most of whom attend classes in a lab each term. Additionally, the business labs are used by students in other disciplines and for non-credit offerings. The business labs also generate income by being rented to outside agencies such as Linfield College. Presentations and demonstrations by faculty will be faster and clearer, maintenance on new projectors is less costly, and technical problems that interfere with class time will be greatly reduced.

4) <u>**Describe the resources needed**</u>
   Attach the Initiative Spreadsheet to this chapter

No.	Item	Cost	Total
2	Hitachi SVGA projectors w/mounts	4,500	**$9,000**

5) **List possible funding sources**   Carl Perkins and/or Student Tech Fee
   - *Can this project be partially funded?*   Yes, one projector could be replaced instead of two.
   - *If so, what portion could be funded at what minimum cost?*   One projector would cost $4,500.

6) **Provide ORG & PROG codes**   631100 & 112000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

   This initiative will transform the learning environment by providing functional, maintainable projectors in two computer labs. The use of projectors in the classroom greatly enhances the learning experience of students and increase efficiency of faculty.

1) <u>Initiative Title</u> Creation of a Flexible Classroom in the business building.   <u>**Division Priority: 11**</u>

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.1: Students in Business programs need to use computers in almost all of their work, but dedicated computer labs are expensive and not available for other kinds of classes or meetings. The creation of a flexible classroom that is wired for laptop computers to plug into will allow greater versatility and flexibility in room scheduling and use. For example, some courses may require or utilize computer/web based learning for only a portion of the term. Laptops that are stored in a secure cabinet while not in use could easily be pulled out and plugged in when needed. This flexible classroom could also be shared by multiple classes near the end of the term to give students an opportunity to provide online course evaluations.

3) <u>**Describe the initiative**</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, building 2.
   - *How many students (per year) will benefit?* 1150-1200
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   The proposal would create a flexible classroom in the newly remodeled business building. The classroom would be configured as a traditional classroom, tables and chairs, but would be wired to accommodate laptops. Additionally, 50 laptop computers would be secured for student use in the classroom. This will provide much greater flexibility in scheduling and use. This flexible classroom would be located in the business building, the room will be determined during remodel planning. On average the Business Technologies department serves 1150-1200 students per year. The business building labs and classrooms are also used by students in many other disciplines including: writing, speech, art, photography, etc., as well as non-credit offerings. Students will benefit by having more flexibility in scheduling classes, being exposed to more "outside" information via the Internet in traditionally non-lab classes, and having easy access to the online course evaluations, which provide feedback faculty and departments use to continually refine and improve the educational experience for students.

4) <u>**Describe the resources needed**</u>
   Attach the Initiative Spreadsheet to this chapter

No.	Item	Cost	Total

1	Switch	3,500	3,500
2	Cabinets	5,000	10,000
75	Patch cables	2	150
50	Installation of ports & wiring	400	20,000
50	Docking stations	200	10,000
50	Laptops	1,600	80,000
		TOTAL	**$123,650**

5) <u>**List possible funding sources**</u> Carl Perkins and/or Student Tech Fee
   - *Can this project be partially funded?* Yes
   - *If so, what portion could be funded at what minimum cost?* The wiring of the flexible classroom could be done without the purchase of laptops and students could provide their own. Although this would not totally address the problems we are trying to solve, it would provide more opportunities for students/departments with laptops. Cost of wiring the classroom would be $20,000.

6) <u>**Provide ORG & PROG codes**</u> 631100 & 112000

7) <u>**How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**</u>

   This initiative would facilitate innovative teaching and learning experiences by providing faculty the ability to incorporate the use of technology into traditional lecture courses, and students would benefit from the ability to easily access information and services. The creation of this flexible classroom directly aligns with the College's commitment to a culture of assessment of programs, services, and learning by making online course evaluation readily accessible to students in a traditional classroom setting.

Lane Community College
Unit Planning 2004-05: BCT Division/Business

1) <u>**Initiative Title**</u> Retail & Service Management Degree   <u>**Division Priority: 17**</u>

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.4: A large market exists for entry level managers of retail and service organizations. These individuals need a combination of practical and theoretical knowledge that is not generally provided by a four-year business degree. There is currently no coordinated training and education available for individuals wishing to move into management. A two-year degree in Retail and Service Management will fill this void.

3) <u>**Describe the initiative**</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, building 2.
   - *How many students (per year) will benefit?* Estimate 30-50
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   By leveraging an already existing core of classes and creating 6-7 specialty classes it is possible to create a meaningful degree in the largest business employment sector in Lane County. The degree would be designed to help students advance to management positions in retail and service establishments. As retail and service sector outlets increase in both numbers of outlets and overall sales, demand will continue to increase for managers, assistant mangers, shift managers and department managers. These positions tend to offer longer term employment and living wages. Management positions at this level focus on implementation and daily operations. This focus meshes well with the educational outcomes possible in a two-year degree.

4) <u>**Describe the resources needed**</u>
   Attach the Initiative Spreadsheet to this chapter

   Release time and/or curriculum development funds would be needed to develop curriculum and materials relevant to the current job market. An anticipated **$500** would be necessary for a feasibility study and a subsequent **$3,691** (100 hrs @ 26.44 =2,644 + 1,047 OPE = 3,691) for curriculum development.

5) <u>**List possible funding sources**</u> Carl Perkins and/or Curriculum Development
   - *Can this project be partially funded?* Yes

- *If so, what portion could be funded at what minimum cost?* The feasibility study could be funded at $500 in FY06, and the curriculum development could be funded in FY07 (at a higher cost).

6) **Provide ORG & PROG codes** 631100 & 112000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Offering new degrees can expand the learning opportunities of members of the community, thus enhancing accessibility for those participants. Additional courses and degrees attract additional tuition revenue and FTE, contributing to the financial stability of the college. Utilizing an already existing core, should continue to increase our capacity utilization, thus helping to lower overall cost per FTE, another important measure of financial stewardship. Changing and moving forward with new degrees that match the current employment situation is representative of thoughtful innovation. Finally, this degree helps leverage the under-utilized competencies of existing faculty.

1) <u>Initiative Title</u> Financial Services Degree   <u>Division Priority: 19</u>

2) <u>How is the initiative linked to your Program Outcomes Analysis for 2003-2004?</u>
   ▪ *What is the challenge you are trying to address?*
   ▪ *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.4: Partners in the community have been requesting a degree program to prepare students to work in the financial services sector. Members of the advisory committee have also urged us to develop such a degree.

3) <u>Describe the initiative</u>
   ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   ▪ *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   ▪ *What would be the campus location of this request/project?* Main campus, building 2.
   ▪ *How many students (per year) will benefit?* Estimate 30-50
   ▪ *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   By leveraging an already existing core of classes and creating 6-7 specialty classes it is possible to create a meaningful degree in the fast growing financial services industry. This degree would be designed to help students gain entry level positions with the potential for fast advancement. Students would likely start as customer service representatives, tellers or processing clerks but would have the potential, with experience, to advance to loan officers, mortgage lenders, office managers, or other financial service providers. The field offers living wages, diverse career paths, upward mobility, and respectable benefits for those employed.

4) <u>Describe the resources needed</u>
   Attach the Initiative Spreadsheet to this chapter

   Release time and/or curriculum development funds would be needed to develop curriculum and materials relevant to the current job market. An anticipated **$500** would be necessary for a feasibility study and a subsequent **$3,691** (100 hrs @ 26.44 =2,644 + 1,047 OPE = 3,691) for curriculum development.

5) <u>List possible funding sources</u> Carl Perkins and/or Curriculum Development
   ▪ *Can this project be partially funded?* Yes
   ▪ *If so, what portion could be funded at what minimum cost?* The feasibility study could be funded at $500 in FY06, and the curriculum development could be funded in FY07 (at a higher cost).

6) **Provide ORG & PROG codes** 631100 & 112000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Offering new degrees can expand the learning opportunities of members of the community, thus enhancing accessibility for those participants. Additional courses and degrees attract additional tuition revenue and FTE, contributing to the financial stability of the college. Utilizing the common first year core should continue to increase our capacity utilization, thus helping to lower overall cost per FTE, another important measure of financial stewardship. Changing and moving forward with new degrees that match the current employment situation is representative of thoughtful innovation. This potential offering creates some exciting opportunities to work with contract training, Continuing Education, and local financial institutions like Pacific Continental and Liberty Bank. By utilizing the fast reacting competencies of CE and contract training while leveraging consistency and quality of credit offerings, we hope the college can have a meaningful impact on the local financial community.

1) <u>**Initiative Title**</u> Tutor Coordinator <u>**Division Priority: 3**</u>

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.8: Business students currently account for the greatest use of the Tutor Center and have the largest compliment of tutors scheduled. Without a coordinator, there is no system in place to ensure adequate coordination and preparation of tutors for business students. In introductory classes student success is closely correlated with the availability of assistance. The availability of higher quality tutoring help will create greater student success in these classes.

3) <u>**Describe the initiative**</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, Tutor Center.
   - *How many students (per year) will benefit?* Estimate 300-500
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   A Business Tutor Coordinator will coordinate with the Business Technologies faculty, recruit new tutors, train and provide orientation, schedule weekly hours, cover absences, and monitor and evaluate tutor performance. In 2003-2004, 392 students were served by business tutors for a total of 6,826 hours. This initiative is feasible and the position would be on the Main Campus. Math, Music, and Science currently have Tutor Coordinators. This position would also play a role in the campus-wide coordination of tutoring.

4) <u>**Describe the resources needed**</u>
   Attach the Initiative Spreadsheet to this chapter

   Instructional Specialist position, .5 FTE Coordinator & .5 FTE Tutor. Approximate cost – Grade 8/ Step 4 annual salary is $29,215 + $15,484 OPE = **$44,699**.

5) <u>**List possible funding sources**</u> General Fund
   - *Can this project be partially funded?* No
   - *If so, what portion could be funded at what minimum cost?*

6) **Provide ORG & PROG codes** 631100 & 112000

7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

This initiative directly supports the college's Mission to provide quality professional technical and lower division college transfer programs. This initiative is an example of creating a learning-centered environment and recognizing the unique needs of each learner by providing the supporting services that promote student success. This initiative also supports the Accessibility Core Value by minimizing barriers to learning. It also supports student retention. Students that are successful, especially in the beginning of their course of study, are much more likely to continue and finish the program.

1) <u>Initiative Title</u> Creation of Common First-Year Core   <u>Division Priority: 1</u>

2) <u>How is the initiative linked to your Program Outcomes Analysis for 2003-2004?</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

Refer to Needs Analysis 10.3: The employment market for graduates of Business programs has changed radically in the past few years. Office workers are required to be generalists and independent problem solvers. They must support all types of office functions, whether administrative, computer support or basic accounting and payroll functions. The office administrator must be proficient in multiple software programs that support the modern office. He or she must also be able to support the company's web site, upgrade computer hardware, and install and maintain software.

By clarifying the knowledge, skills and abilities graduates must have to succeed in the current job market, we can build a common core set of classes. These courses will be designed to achieve identifiable outcomes that can be assessed throughout the first year of the program. The more specialized areas of study such as accounting or legal support which follow in the second year will assume a common base and build on it.

3) <u>Describe the initiative</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, building 2.
   - *How many students (per year) will benefit?* 75-100
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

Graduates of Business programs can enhance their employability by having a solid base of general office problem-solving skills. This initiative will identify the common knowledge, skills and abilities needed by graduates of any of these programs. The Advisory Committee is already involved in helping us determine what graduates need to know and be able to do. The goal is to create a common core set of classes to accomplish the identified outcomes. Students will benefit from a more solid base of knowledge and skills, and will not have to pick an area of specialization so early in their academic career. This initiative will develop an overall curriculum plan and begin development of new courses and materials. There are approximately 75-100 graduates from Business programs each year that will benefit from this initiative. Input from recent graduates, members of the Business Technologies Advisory Committee, and exploration of national and regional web sites for job postings has convinced us that employers are demanding office workers with multiple skill sets.

4) <u>**Describe the resources needed**</u>
Attach the Initiative Spreadsheet to this chapter

Release time and/or curriculum development funds would be needed to develop curriculum and materials relevant to the current job market. Estimated scope of the project includes revision of some existing first year courses and complete revision or new development for eight other core courses to create a comprehensive, efficient package. The project will entail a combination of collaborative discussions and individual work. It will begin with a clear collective determination of outcomes and how they will be assessed, and then work backwards to determine what students need to know to successfully achieve those outcomes. We anticipate an accelerated 10-week time frame. We expect to need 3 hours per week for a coordinator, a total of approximately 90 faculty hours in collaborative discussions, and 60 hours for each of the 8 major new courses.

Hrs	Item	Salary	OPE	Total
30	Coordinator	793	314	1,107
90	Faculty (discussion)	2,379	942	3,322
480	Course development	12,691	5,025	17,717
	TOTAL	**15,864**	**6,282**	**$22,146**

5) <u>**List possible funding sources**</u> Carl Perkins and/or Curriculum Development
   - *Can this project be partially funded?* No
   - *If so, what portion could be funded at what minimum cost?*

6) <u>**Provide ORG & PROG codes**</u> 631100 & 112000

7) <u>**How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**</u>

This initiative supports the college's Mission to provide quality educational opportunities for Professional Technical programs. The appropriate level of skills enables students to meet business development and career enhancement goals. This initiative also correlates with the Core Values of Learning, Innovation, and Accessibility and is a direct response to technological and economic change experienced by businesses in Lane County.

1) <u>Initiative Title</u> Office Support Specialist   <u>Division Priority: 5</u>

2) <u>How is the initiative linked to your Program Outcomes Analysis for 2003-2004?</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.7: In order for Business Technologies students to be served promptly, a front desk position is required. Work study students have been used, but continuity and stability is a concern. Work study students also cannot perform essential functions for students because of confidentiality concerns. The first person our students meet needs to be well-informed, familiar with programs and procedures, and able to take care of routine administrative tasks for the students. The administrative coordinator position is responsible for important tasks that require dedicated time and uninterrupted attention, the front desk position is responsible for providing prompt, excellent customer service to students and faculty. Having one person be responsible for these conflicting responsibilities is counter-productive to providing a learning-centered environment, to supporting student success, and to effective operations at the department level.

   Our department stresses customer service in our business classes. In order to put students first, we need a person available to provide good customer service for our clients. The faculty wants to demonstrate how a good business is operated. Having an available receptionist that will guide students, market our department, and provide a cheerful welcome is essential for our business to shine. The front office in our department can be transformed into an inviting and welcoming facility for our students. The first thing they encounter should not be a barrier, but an area that shows respect and immediate response to student needs.

3) <u>Describe the initiative</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, building 2.
   - *How many students (per year) will benefit?* 1150-1200
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   A front-line person in our reception area will give direct support to the 1150-1200 students the department serves each year. The population of students in our department includes women hesitant to return to school. They need extra help, friendliness, and reassurance to feel good about their LCC experience. A lack of immediate assistance leaves students discouraged and unsure. The faculty wants our enrollment to increase and retention to stabilize. A welcome greeting, reassuring smile, and prompt service will give our students confidence in our program

and encourage students to remain at LCC where their lives can be transformed. The department's FTE will be directly affected by an adequate front-office presence.

Faculty support provided by our new front office position would also allow us to move in a more learning-centered and innovative direction. One of our goals is to provide more mentoring to students; and in order for this to be accomplished, faculty need more assistance. Mentoring by faculty would develop a more caring community that would improve student support services. Many of our students have unique needs that can more appropriately be addressed in a one-on-one situation.

The creation of this position would, in essence, be cost-neutral. Business Technologies has an approved Instructional Support Specialist position that will not be filled, it could be converted to an Office Support Specialist position with no additional budget allocation to the department.

4) Describe the resources needed
Attach the Initiative Spreadsheet to this chapter

Office Support Specialist position, 1.0 FTE. Approximate cost – Grade 5/ Step 4 annual salary is $24,230 + $12,842 OPE = **$37,072**. (Current budget allocation for Instructional Support Specialist position is $40,989.)

5) List possible funding sources General Fund (Redistribution of existing budget.)
- *Can this project be partially funded?* No
- *If so, what portion could be funded at what minimum cost?*

6) Provide ORG & PROG codes 631100 & 112000

7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

This initiative is an example of creating a learning-centered environment and recognizing the unique needs of each learner by providing the support services that promote student success. Every time a student passes our counter and there is no one there to greet them or answer a question, the caring, learning-centered environment is compromised. A full-time person in the front office would help the entire department better meet Lane's Strategic Directions by; transforming student's lives through better support services, transforming the learning environment through enhancing the department environment and faculty support, and transforming the College organization through systems to support student success and effective operations.

1) <u>**Initiative Title**</u> ASOT in Business   <u>**Division Priority: 9**</u>

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.5: There are four business classes that students need for the ASOT in business degree. We currently teach all of those classes, but our enrollment in those classes is limited by classroom space and availability of qualified instructor time. The largest single group of students transferring to the U of O from LCC is in the area of business. Ensuring capacity to serve those students is vital.

3) <u>**Describe the initiative**</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, building 2.
   - *How many students (per year) will benefit?* Estimate 30-50
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   At least two large (45-person capacity or larger) classrooms are needed during daytime teaching hours. Filling the vacant faculty position is also crucial for continued growth, especially in the area of accounting. Based on past experience, it is highly probable that many students planning on attending the U of O will choose to take their preliminary business classes at LCC once it is recognized in the community that LCC still teaches business classes. The addition of the ASOT in Business is a great opportunity to make it clear that business classes are indeed available at LCC.

4) <u>**Describe the resources needed**</u>
   Attach the Initiative Spreadsheet to this chapter

   Fill Faculty Instructor position, 1.0 FTE. Approximate cost – Grade 2/ Step 6 annual salary is $47,445 + $25,146 OPE = **$72,591**.

   Two large classrooms are planned to be created during the business building remodel process.

5) <u>**List possible funding sources**</u> General Fund
   - *Can this project be partially funded?* No
   - *If so, what portion could be funded at what minimum cost?*

6) <u>**Provide ORG & PROG** <u>codes</u></u> 631100 & 112000

7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

This initiative directly supports the college's Mission to provide quality lower division college transfer programs. It supports the Accessibility Core Value by minimizing barriers to learning. This initiative also supports student retention. Students that are able to enroll in the classes they need are much more likely to continue and finish the program. Additional courses and degrees attract additional tuition revenue and FTE, contributing to the financial stability of the college.

1) <u>**Initiative Title**</u> Expand Online Offerings   <u>**Division Priority: 15**</u>

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.6: Many of our students work and are unable to attend classes during traditional school hours. Offering classes in alternate ways and at different times offers them an opportunity to continue their learning.

3) <u>**Describe the initiative**</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, building 2.
   - *How many students (per year) will benefit?* Unknown
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   In order to meet the needs of students who cannot attend classes during regular working hours, online, evening, and weekend classes can offer an alternative. This initiative would develop additional online courses wherever appropriate. In the past year four courses have been developed online, BA101 Introduction to Business, BA211 Financial Accounting, BT010 Computer Keyboarding, and BT262 Personal Finance. All sections of these courses have had good enrollment and positive comments from students. It is unknown how many potential students there are that will benefit from increased access to online classes since the market is not limited to local (Lane County) residents.

4) <u>**Describe the resources needed**</u>
   Attach the Initiative Spreadsheet to this chapter

   Release time and/or curriculum development funds would be needed to develop online courses. 20 hours per course, times five courses currently identified, equals 100 hours total, **$3,691** (100 hrs @ 26.44 =2,644 + 1,047 OPE) for curriculum development.

5) <u>**List possible funding sources**</u> Carl Perkins and/or Curriculum Development
   - *Can this project be partially funded?* Yes
   - *If so, what portion could be funded at what minimum cost?* Each course would cost $738.20 (20 hrs @ 26.44 = 528.80 + 209.40 OPE).

6) <u>**Provide ORG & PROG** codes</u> 631100 & 112000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

This initiative directly supports the college's Mission to provide quality professional technical and lower division college transfer programs. It supports the Accessibility Core Value by minimizing barriers to learning. This initiative also supports Lane's Core Value of Innovation, by supporting experimentation and responding to technological changes and challenges in a timely manner.

1) <u>**Initiative Title**</u> Creation of Interdepartmental E-Business Degree   <u>**Division Priority: 13**</u>

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
   - *What is the challenge you are trying to address?*
   - *How will this initiative address the challenge?*

   Refer to Needs Analysis 10.9: There are several departments on campus, including Business Technologies that are doing web instruction. We don't have a web degree that the student can complete with course work from each of these departments. If we could amalgamate these into a Web Developer degree, the students would be able to get the course work they are requesting. This initiative will break down barriers between departments and course work because the departments will work together to create this new degree program.

3) <u>**Describe the initiative**</u>
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* [see below]
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* Need is based on the professional judgment of faculty and feedback from students, community and Advisory Committee. The Department will be implementing systems that will allow both qualitative and quantitative assessments of need.
   - *Given college resources, is it feasible?* YES *Is it an efficient use of college resources?* YES
   - *What would be the campus location of this request/project?* Main campus, building 2.
   - *How many students (per year) will benefit?* Estimate 30-50
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* [see below]

   The product of this initiative is a new Web Developer degree. The need is to bring Web courses together to meet the needs of those students who are requesting this type of training. Currently, many courses are hampered by departmental pre-requisites. This new degree should help students obtain the course work needed. This initiative is the direct result of students from various departments coming to request the degree. This new program would result in eliminating various territorial issues of duplication. It has not been decided which department will "own" the degree, but there are an estimated 30-50 students per year who would benefit from the creation of this new degree program.

4) <u>**Describe the resources needed**</u>
   Attach the Initiative Spreadsheet to this chapter

   Release time and/or curriculum development funds would be needed to develop this program. Faculty from three departments (Business Technologies, CIT, and Art and Applied Design) would be involved. An estimated 300 hours total, **$11,073** (300 hrs @ 26.44 =7,932 + 3,141 OPE) for curriculum development.

5) <u>**List possible funding sources**</u> Carl Perkins and/or Curriculum Development

- *Can this project be partially funded?* No
- *If so, what portion could be funded at what minimum cost?*

6) **Provide ORG & PROG codes** 631100 & 112000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

This initiative would enable faculty from multiple departments to work together to create a new professional technical program that fosters a learning-centered environment that recognizes and respects the unique needs and potential of each learner. Additional courses and degrees attract additional tuition revenue and FTE, contributing to the financial stability of the college. Changing and moving forward with new degrees that match the current employment situation is representative of thoughtful innovation.

Chapter 5: Expected Unit/Program Outcomes for 2004-2005
What program outcomes do you expect to achieve in 2004-2005?

1) **What program level outcomes do you expect to achieve?**
   What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?

   The Department's goals related to faculty initiatives include:
   - i.   Developing a first-year core professional/technical curriculum.
   - ii. Building on the first-year core to create two new degrees.
   - iii. Creating the new inter-departmental Web Developer degree.

2) **How will your program enhance your students' abilities to meet Core Abilities outcomes?**
   What changes, if any, do you expect to implement in 2004-2005?

   Aside from continuing efforts to explicitly integrate the Core Abilities into course objectives, there are two expected developments that will have an impact:

   - i.   The development of a core first-year professional/technical curriculum that explicitly addresses these objectives at both the course and program level.
   - ii. The development of a "Course X Abilities" matrix giving a more comprehensive picture of how the Core Abilities are integrated into the curriculum.

3) **What course level outcomes do you expect to achieve?**
   What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

   To be identified in development of first-year core curriculum.

4) **What plans do you have for enhancing your use of current technologies?**

   The Business Technologies Department faculty continue to play a leading role in developing the use of current technologies, as reflected in the initiatives to update projectors in labs and create a flexible classroom. Efforts to develop web delivery methods will continue.

   The department is also an early adopter of the College's templates for department Web pages, and is dedicated to improving online support for department business and committee work:

   - i.   Departmental web site: use of templates, process for updates, data-driven dynamic pages.
   - ii. Committee/workgroup communication: goals, objectives, history, and communication,

5) <u>__What plans do you have for working more effectively with your Advisory Committee?__</u>

The main plan is to establish clear goals to work on together with the Advisory Committee. Two specific program goals that have emerged are:

   i.   To maintain program effectiveness/currency.
   ii.   To increase FTE (help ID/contact possible student populations).

Four additional goals have been identified by the Advisory Committee are:

   i.   Providing input for advertising for PT programs in schedule of classes.
   ii.   Assisting staff in identifying organizations to receive presentations about Business programs.
   iii. Assisting staff in developing job shadowing for students & faculty (sites, expectations).
   iv. Review list of soft skills, discuss how faculty can implement, develop, and assess them.

6) <u>__How will you set faculty and staff goals?__</u>
How will you ensure the participation of faculty and staff in all phases of Unit Planning?

The Business Technologies faculty and staff have a strong culture of collaborative work, and the processes for setting faculty and staff goals, and participating in Unit Planning will be collectively determined this year.

7) <u>__Enrollment Data__</u>
Please provide your projected goals for 2004-2005:

Program Level: Student FTE

Growth is expected in all programs, even in the E-Business program which is officially suspended for the 05-06 academic year, but for which all classes will continue to be offered. (Students cannot start the E-Business degree as it's currently defined.)

Setting a specific program-level target student FTE as a goal is impracticable due to budget uncertainties as well as uncertainties around availability of instructional classroom space, both temper expectations.

Course Level: Student FTE

Growth expected in all program, plus anticipated growth in courses for the new ASOT-Business degree justify and increased student FTE for 05-06.

Setting a specific course-level target student FTE as a goal is impracticable due to budget uncertainties as well as uncertainties around availability of instructional classroom space both

temper expectations.

Student FTE/Faculty FTE ratios

The 1.0 Faculty position that has a temporary appointment is projected to be permanently filled, so no change in the Faculty FTE is expected. If student FTE increases as expected, the student/faculty FTE ratio should increase.

Setting a specific course-level target student FTE as a goal is impracticable due to budget uncertainties as well as uncertainties around availability of instructional classroom space both temper expectations.

Capacity Analysis

The Business Department's goal is to increase it's effectiveness in utilizing institutional capacity. Future capacity analyses are expected to differ significantly, and therefore be difficult to compare to past analyses. E.g.:

i. Development of effective capacity metrics for coop, online and hybrid classes.
ii. Development of method to factor in campus capacity (e.g., how to assess capacity of a class that is half full at an off time when campus classrooms are largely unused?).

8) **Student Success Data**

Please provide your projected goals for 2005-2006:
- Student Retention ratios

   No projected goals.

- Student Completion ratios

   No projected goals.

9) **Facilities and Equipment**

What facilities or equipment goals do you wish to set for 2004-2005?

Since the business building is scheduled to be remodeled starting Summer 2005 it is difficult to identify specific goals related to facilities and equipment at this point, other than we need to ensure no loss of instructional space as a result of the remodel, and adequate furnishing of the remodeled space.

10) **Budget**

Please provide projected goals for 2005-2006:

- General Fund:
  - General Fund Allocation 1,060,961
  - Actual Costs of Unit Operation Unknown
  - Revenues (Course Fees, etc.) 73,000
  - Cost per Student FTE Unknown