

Part I. Alignment with College

Chapter 0: Unit Alignment

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

1) Core Values

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 Development Center aligns with the core values by:

- **Learning**
 - Focus on “hands-on” learning for adult learners.
 - Learners take an active role.
 - Class content uses learners’ past experiences as springboard for new learning.
 - Learners teach each other.
 - Offer practical skills and academic skills.
 - Personalized learning on a one-to-one basis.
 - Instructor-led instruction, group activities, and peer-to-peer learning models
 - Customized learning – participants are asked what their needs are
 - The BizCenter offers learning progression – basic startup to advanced topics and programs.

Personnel Efforts:

- Faculty and staff supporting each individual learner
- Staff finds community resources to support small business learning.
- Work as a team to build a learning environment for our business owners.
- The whole center collaborating to meet the needs of students and each other
- Faculty and staff continually updating their expertise to give clients/students most recent information

Facilities:

- Using up-to-date software, hardware, and classroom equipment
- Collaborating with other business service providers

Curriculum:

- Using up-to-date practical curriculum
- Developing Experiential learning opportunities
- Creating learning situations that enhance business ownership skills

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▪ **Diversity**

- Lane MicroBusiness acts as an outreach program to minorities, low income, artisans, and organizations' such as: Saturday Market, Vocational Rehabilitation, and Centro Latino Americano.
- The Small Business Administration refers veterans and ONABEN (Native American) clients to the BizCenter.
- Over half of business owners in BizCenter programs are women
- Faculty meets with students in their homes, at farms, or place of business.
- The BizCenter provides an open and accessible environment.
- Location encourages non-traditional students to come in
- Facilities support needs of our customers and students.
- The BizCenter provides community outreach.
- Women's Mentoring program offered to women in business full-time for one year
- Inclusive – all students are treated the same

▪ **Innovation**

- Responds to changes in demographics, market trends, economic conditions, etc.
- The BizCenter acts as a test market for new business development educational products.
- Receives and integrates feedback from advisory committees, local business, and government organizations
- Gathers feedback from: classes, surveys, focus groups, and industry experts
- Updates curriculum constantly to meet the current needs of our students
- Uses best practices -- from peers through organizations, conventions, etc.

Facilities:

- Utilizing updated computer software and hardware
- Updating of software with changes in industry standards
- Committed to research and accreditation for housing a Technology Center here at the BDC

Curriculum:

- Developing new classes, workshops, and programs to meet the needs of our target market
- Continually changing curricula to meet changing client needs
- Developing programs that implement current technology and methods
- Put learners first by providing them hands-on, practical approach to running their businesses

▪ **Collaboration and Partnership**

Within the College:

- Collaborating with students in improving classroom presentations
- Collaborating with LCC Marketing staff to better promote workforce development
- Partners within the college CEWD division and credit departments to provide quality services to the business community.
- Our internal decision-making process is collaborative – we operate as a collective team
- Working toward identifying ways to work together to create a blending of Workforce Development, Contract Training, and Business Development Center for better customer service

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Outside the College:

- Working closely with the business community to ensure our goals and expectations are parallel with theirs.
- Working with Advisory Committee to keep Center programs relevant to needs
- Participates in partnerships around the state such as: the 19 BizCenter Network, Department of Employment Services, Oregon Economic and Community Development Department, Oregon Community College and Workforce Development, ONABEN, etc. and the Small Business Administration.
- Partnerships with local chambers of commerce, Lane County economic development, Lane Workforce Partnership, Lane Metro Partnership, SCORE, accounting and financial institutions.
- Community professionals are guest speakers for classes and programs
- Local Businesses provide co-sponsorship opportunities for conferences, classes, and programs

▪ **Integrity**

Professionally:

- Maintaining client confidentiality at all times.
- Participating in community service functions – expos, open house, etc., non-profit boards, chamber committees, Business Women’s Mentoring program, Boy Scouts, Girl Scouts, and other community organizations.
- Staff must sign a non-conflict of interest working agreement to work in the department.
- Striving for a mutually respectful and empowering working environment.
- Maintaining a well-defined process for training and counseling feedback with quality a top priority.
- Having students and instructors meet standards of integrity/expectations

▪ **Accessibility**

Center Availability:

- Providing online courses as appropriate
- Scheduling classes and workshops for convenience of clients/students
- Providing a convenient, accessible Center for the local business community to attend classes, receive business coaching, and gain access to business resources.
- BizCenter program scholarships are available for the disadvantaged.
- Grants from OECDD, OCCWFD, and the SBA provide many opportunities at low or no cost, such as free business coaching/counseling (in person and on-line) and training
- Training is specifically designed with varying time, dates, instructional models, and cost to provide the most access across the board.
- Culturally, the downtown Eugene location encourages participation – some business owners do not wish to go back to school or are intimidated by large institutions and this location gives them access with little risk.
- Minority business owners have access through our multilingual staff, at the BizCenter and through the Lane MicroBusiness program.

Instructor & Staff Availability:

- Providing significant interaction with students inside and outside of classroom

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- Having office hours to meet with clients/students
- Faculty and coaches present themselves to clients based on the client's cultural framework.
- Faculty members' travel to businesses for one-to-one business visits or meet at the BizCenter for clients' convenience

2) Strategic Directions

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.

Strategic Directions (3)

- **Transforming Students' Lives**
 - Through learning by providing education, training, coaching, and a forum for peer-to peer learning to the business community of Lane County.
 - BizCenter training and services help ensure that area businesses learn, work toward profitability, grow, and contribute to the local economy
 - Classes help to minimize the risks of business startup and expansion with services provided.
 - Offerings provide all the tools businesses need to succeed.
 - Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and client/student support services.
 - Commit to a culture of assessment of programs, services and learning.
 - Position Lane as a vital community partner by empowering a learning workforce in a changing economy.
- **Transforming the Learning Environment**
 - Provide Lane with a positive connection to the business, non-profit, and farming communities, along with outreach to low, minority, and disabled populations.
 - Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
 - Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
- **Transforming the College Organization**
 - Achieve and sustain fiscal stability.
 - Build organizational capacity and systems to support client/student success and effective operations.
 - Promote professional growth and provide increased development opportunities for staff both within and outside the College.
 - Achieve an umbrella approach to marketing and serving business owners, employers, and organizations.

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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:

- **Lane provides opportunities for transformation through learning.**
 - The BizCenter provides educational services to business and farm owners, the non-profit organization administrator, and the micro-entrepreneur.
 - We support the local business and agriculture community, provide information about community resources, respond to the changing needs of our customers, and advocate for small businesses.
 - The BizCenter is oriented toward both new and established businesses.
 - Ensures that area businesses have solid business infrastructures, learn to grow profitably, remain up-to-date in best practices, and when they cease service - to do so responsibly.
 - A series of long-term programs are offered that emphasize business education, peer interaction, and one-on-one business coaching.
- **Lane engages learners as active partners in the learning process.**
 - Focus on “hands-on” learning for adult learners.
 - Class content uses learners’ past experiences as springboard for new learning
 - Personalized learning on a one-to-one basis is offered through our programs and advising.
 - Instructor-led instruction, group activities, and peer-to-peer learning models
- **Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.**
 - Customized learning happens– participants are asked what their needs are by building and setting the agenda up front.
 - Students’ sets goals and outcomes they wish to accomplish throughout the year.
- **Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.**
 - The BizCenter offers learning progression – basic startup to advanced topics and programs.
 - Classes, special projects, and workshops are our most flexible, responsive, and customer-driven components. These offerings are the first steps, or feeders, into other business-owner programs the BizCenter offers.
 - Classes that specialize in building basic business skills (such as business planning, marketing, finance, QuickBooks applications, and management) are offered each term.
 - All classes and workshops are designed to provide the business owner with strategies and practical skills necessary to run a successful business.
- **Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.**

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- We receive feedback from our students, advisory committees and the community.
- We “pilot” classes, workshops, and seminars that our surveys and feedback forms indicate business and community demand.
- **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 BizCenter and Lane MicroBusiness acts as an outreach program to minorities, low income, artisans, and organizations’ such as: Saturday Market, Vocational Rehabilitation, and Centro Latino Americano.
 - The Center serves a diverse population including: minorities, veterans, women, and low-income.
 - a. Over half of business owners in BizCenter programs are women
 - b. Native American students tour the Center each year
 - c. The Women’s Mentoring program is offered to women in business full-time for one year
 - Faculty meets with students in their homes, at farms, or place of business.
 - The BizCenter provides an open and accessible environment.
 - Location encourages non-traditional students to come in
 - Facilities support needs of our customers and students.
 - Inclusive – all students are treated the same
- **Lane is committed to both individual and organizational learning.**
 - Our most effective long-term programs include both, individualized instruction and group classroom work.
 - Business advising is provided free of charge and acts as a feeder into other classes and programs at the BizCenter.
- **Lane students and staff are a community of learners, all of whom contribute to learning.**
 - Our staff is made up of dedicated, life-long learners.
 - Instructors and advisors are currently or have been business owners at one time. Experience and practical knowledge are key components to successful learning.
- **Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.**
 - The BizCenter supports open communication without boundaries.
 - The Director maintains an “open door” policy to any student, staff member, or faculty member.

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? 1/18/02

Do you have a process for regular review? In the future, it will be part of the Unit Planning process.

The Business Development Center's Mission...

The Business Development Center provides educational services to the business owner. We at the Business Development Center: support the local business community, provide information about community resources, respond to the changing needs of business owners, and advocate for small businesses.

Tagline...The Next Step to Business Success

2) Catalog Description

How do you describe your unit and instructional offerings in the college catalog?

The Lane Community College Business Development Center and Contract Training is located at the Wildish Building, 1445 Willamette St., Suite #1, Eugene. Business hours are 8 a.m. to noon and 1 to 5 p.m., Monday through Friday, (541) 463-5255. Visit our web site at www.LaneBDC.com.

The Business Development Center and Contract Training is an educational resource for the business community, from small business start-ups to large corporations. We provide practical information and a wide range of services and resources for your business success. We offer classes, workshops, programs, business coaching, customized training, and other services. The Center, founded in 1982, is a member of the Oregon Small Business Development Center Network and is actively involved in the economic development efforts of Lane County and the State of Oregon.

▪ **Mission Statement**

The Business Development Center provides educational services to businesses. The center:

- supports the local business community.
- provides information about community resources.
- responds to the changing needs of business owners.
- advocates for small businesses.
- provides workforce training for businesses of all sizes and types.

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■ **Services for Small Business Owners**

A combination of one-to-one and classroom instruction, peer sharing, and lab hours provides an opportunity for business owners to learn new skills, improve existing ones, and learn from their peers' real-life experiences, as well as from savvy business owners presenting in class. A Resource Library is available with reference resources, handouts, business magazines, research information, and access to the Internet to assist business owners.

Classes and Workshops for Business Owners are designed to provide the business owner with strategies and practical skills necessary to run a successful business. What is learned in class one night can be used the next day. Topics include first steps in business, going into business, planning, financial management, marketing, business software applications, and more. Offerings (classes, workshops, and online-courses) vary each term. Visit our web site at www.LaneBDC.com or call to receive more information.

■ **Business Management for the Business Owner**

The center currently offers business owners on-site business coaching and an interactive class environment, which allow for networking with other business owners/managers.

Farm Business Management services are intended for full-time or part-time farm operators and managers. Designed to help achieve business and family goals through improved farm management and organization, this comprehensive and practical approach to farm management combines classroom training with on-site visits and counseling. The curriculum includes an individual record keeping system, classroom sessions once a month, individualized appointments with the instructor to provide personalized and confidential application of classroom topics, use of computers to help with management decisions, and an annual computerized analysis of the farm's operation.

Lane MicroBusiness was created to help micro-entrepreneurs develop and improve their business skills, manage the growth and profitability of their business and improve self-sufficiency. It provides personal business assistance and business skills training in a peer group setting, and is designed to help low-income businesses with four or fewer employees. Applicants go through a needs assessment and develop a training plan to guide and support their micro-business.

Small Business Management services are designed for owners of small businesses who have been in business at least one year, are willing to accept and try new ideas and are willing to commit time for classes and on-site visits. Business owners accomplish their business and personal goals through improved organization, management and operation of their businesses. Group discussions and networking (in a classroom environment) with other business owners and on-site business coaching are the building blocks of this successful approach. Activities include monthly classroom sessions (beginning in October), interaction with other small business owners, monthly visits that provide participants with personalized application of classroom topics, and an analysis of the owner's business to help develop a plan for growth, expansion and greater profits.

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Non-Profit Management was created to help build sustainable non-profit organizations through better business practices. Executive Directors and their staff learn to focus time, energies, and funds to bring optimal benefits to their stakeholders. The program includes sixty hours of course work, with group networking and mutual problem solving, and ten on-site visits with a business coach.

The Business Group focuses on the needs and issues of established business owners and provides a professionally facilitated peer group forum for members to share their experiences, challenges and successes. The Business Group meets one morning a month throughout the calendar year (with breaks in August and December). Primarily composed of CEO/owners of established businesses, many in the group are leaders in their field and have annual revenues in excess of \$1 million. Members enjoy the benefit of learning about current and critical business issues via expert speakers and how to apply this information to their specific business situations. Membership in The Business Group also gives access to one-on-one business coaching and counseling with the program coordinator/instructor and selected expert business resources.

Call (541) 463-5255 or visit www.LaneBDC.com for more information or to be added to the mailing list.

How does your unit manage the review of catalog copy each year?

Administrative Specialist distributes proofing copies to program leads, who compile all changes onto the proofing document. After the final proofing is finished it is submitted to Curriculum & Scheduling.

3) History/Significant Program Events

How did your instructional unit evolve at Lane?

History:

▪ **First Started:**

The BizCenter, founded in 1982 by Eldon Schafer, is a member of the Oregon Small Business Development Center (BizCenter) Network and is actively involved in the economic development efforts of Lane County and the State of Oregon. Lane's Business Development Center was the first center of its kind. The Oregon Small Business Development Center Network was a spin-off of the successful project.

▪ **Before 1982:**

The Small Business Management and the Farm Business Management programs were housed in a credit department. Being programs for farm and business owners, they were moved to the Center for a stronger presence in the community and a perfect fit for their students.

What significant events have marked your growth?

- **The addition of Lane MicroBusiness Program.**
- **The addition of Contract Training during budget cuts**
- **The reduction of two faculty position during budget cuts**

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Do you have a system for maintaining an archival history of your unit?

▪ ***Records and Reports:***

Are available in Archives, and some are in department files. We do not currently have the resources required to gather and organize the data effectively.

Do you have annual events that are representative of your unit's goals or teaching methods?

▪ ***Open House Event and Business of the Year Award:***

An Open House is held every May to welcome new clients; to show appreciation to past clients for their participation in programs and classes; and to honor a local business and farm of the year.

▪ ***Small Business Management Program:***

SBM holds a program graduation each year in June.

4) Degrees and Certificates

What degrees or certificates does your unit provide?

Certificates of Accomplishment are given to Small Business Management, Farm Business Management, Non-Profit Management and The Business Group participants upon completion of the program. Students may request a Certificate of Accomplishment for classes, workshops, and conferences if needed.

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?

Our classes, workshops, and programs are professional technical noncredit programs.

5) Organizational Structure

Please provide a description of how your unit is administratively organized within Lane's instructional structure.

The Director of the Business Development Center reports directly to the Executive Director for Community Education and Workforce Development (Timothy Craig), who in turn reports to Vice President Sonya Christian and President Mary Spilde.

6) Staff/Faculty

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

Name	FTE	Educational Credentials	Expertise/Instruction
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<i>Contracted Faculty</i>			
Bill Klupenger	1.34	Masters of Business Administration, Finance, California State University, 1972	Small Business Management
Gary Valde	1.34	Doctor of Jurisprudence, University of Oregon, 1975	Farm Business Management
<i>Part-Time Noncredit Instructors</i>	<i>Under .5 FTE</i>		
Marlene Buehler		National Institute of Banking School, Willamette University	BCRC Lead/Advisor - Loan Packaging
Mary Ellen Riley		R.N., Associate Degree Nursing, Lane Community College, 1999	Business Advisor
Terri Harley		3 yrs. of General College and Secretarial College Ireland; Sandler Sales Institute; Corporate Coach University Executive Coaching Program	Business Advisor and Sales Coach
Gary Cross		PhD in Communications and Psychology	Business Advisor
Robert Jones		BA from Portland State University in Russian, and also an MBA from Portland State.	Business/Technology Advisor
James Savage		Coursework for Master of Business Administration, Iona College; Bachelors of Arts, Economics, Amherst College	QuickBooks ProAdvisor

Plus various other part time, non-credit instructors from the local business community.

For staff, indicate FTE appointment and primary job responsibility.

Name	FTE	Primary Job Responsibility
James Lindly	1.00	Director
Rosemary Busby	1.00	Special Project Coordinator (Short-term Training, Marketing, Reporting, and Contract Training)
Rita Grimes	1.00	Program Assistant and Building Manager (SBM, FBM, TBG, Foundations, and Non-Profit)
Joan Bedard-Ross	0.60	Financial Specialist
Angela Dodson	1.00	Resource Coordinator
Sanae Weitzel	0.49	Workshop Coordinator
Vacant	0.49	Marketing Assistant
Vacant	0.75	Database and Web Administrative Specialist

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7) Student Profile

Please provide demographic data for your student population.

Established Business Owners: Established businesses/Farm owners that continue to need additional professional business coaching, peer-to-peer interaction, and business education can find programs through the BizCenter to guide them as they grow and struggle through difficult times.

- **Micro-entrepreneurs:**

Those who wish to start a very small and personalized business can enter through Lane MicroBusiness (LMB), an organization that helps low-income individuals understand business basics and start micro-businesses (annual sales potential of less than \$40,000). Those who do not meet LMB's requirements and want to start a company may receive training and one-on-one coaching through the BizCenter and its course offerings – from determining if they wish to start a business, through the first major steps (with some training in fundamentals such as accounting and marketing).

- **Pre-ventures/Start-ups:**

The new business development grouping of services helps the most vulnerable students – business owners for whom that healthy start is critically important. Student demand is strong in this service area. A unique combination of classroom instruction, one-to-one business coaching, and valuable peer-to-peer interaction is offered at the BizCenter for start-up businesses. As the economy is in flux, more of these classes are being sought after as a way to earn income when the labor market is not hiring. Students are starting a business to earn a living wage or are already employed in their businesses. Some are looking for a secondary source of income, or a "fallback" job should they be laid off.

- **NonProfits:**

Established nonprofit organizations that need management skills and advising assistance for their Executive Directors and Board Members.

- **Typical BizCenter Student Profiles:**

- **For Counseling:**

Female, Caucasian, 35 years old, starting a service business, and interested in business start-up issues.

- **For Training:**

Female, Caucasian, 35-45 years of age, has a Bachelor's degree, provides a service, and has been in business over 2 years.

- **Total Business Owners Served by the BizCenter in:**

	2002	2003	Projected 2004	Projected 2005
Percentage of Clients Served Were:				
Rural Lane County	17%	19%	21%	23%
Women	66%	58%	64%	66%
Minorities	15%	8%	9%	9%

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Requesting business start-up information	13%	25%	22%	20%
Established Business Owners	87%	75%	78%	80%

Number of Business Owners Served:

Total Estimated Unduplicated Clients	1,629	1,500	1,550	1,600
Counseling Clients	591	568	515	530
Long-term Business Management Clients	278	224	145*	145*
Short-term Training Clients	760	708	840	1,000

* Based on required 40 business/FTE per full-time faculty workload for programs.

8) Facilities and Equipment

Describe your campus space.

▪ **The Wildish Building Location:**

The Business Development Center is located in the Wildish Building at 1445 Willamette St. in downtown Eugene. The L-shaped building was originally constructed to house multiple businesses, which means there is no easy flow between offices, classrooms, and restrooms. The first floor houses the reception lobby and two offices for business counselors and an instructor; the computer training room which seats 24 students; a staff/storage room; a small class/conference room; and five offices. There is an ADA restroom, elevator, and Men's and Women's restrooms behind the interior stairwell. In the southeast corner of the first floor is the boiler room.

▪ **Others Located in Wildish Building:**

The second floor houses work space for the BDC Administrative staff, a medium-sized class/conference room, and a very small, single occupant office. It also has an ADA restroom and Men's and Women's restrooms behind the interior stairwell. The LCC Senior Companion Program and a law firm, Behrends Swingdoff Haines & Critchlow, lease the remainder of the second floor.

▪ **Instructional Spaces:**

The Wildish Building has two class/meeting rooms and one computer training room. One classroom (WILD117) holds 18 people. The other classroom (WILD213) will hold 28 students. However, the configuration of the room makes it difficult for those in the back to see the whiteboard. Ideally, the half-wall in that room would be moved or removed to allow better access and more space for students.

What are its strengths?

▪ **Location:**

Strengths include the location in downtown Eugene, next to the Eugene Chamber of Commerce. In effect, it creates a mini-business park. The building is very accessible to business owners who use our services.

▪ **Client Access:**

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Clients flow back and forth between the Chamber as well as the other organizations housed there: S.C.O.R.E., Lane Metro Partnership, the Oregon Economic & Community Development office, and Lane Business Education Compact. The building does have its own small parking lot.

▪ **ADA Accessibility:**

Exterior doors to the reception area and the ADA restrooms have electric openers installed for handicapped use.

Campus Space challenges?

▪ **Maintenance:**

Minimal building maintenance has resulted in some structural damage; parking is limited; exterior lighting is minimal to the point of being scary at night; access to interior offices on the east side of the building is hampered by having to go through a classroom or someone's office, if the classroom is in use. When physical problems with the building arise, it is often difficult to get timely assistance from the Goshen Campus.

Daily maintenance is minimal, at best. The person assigned to service the building is to spend 2 hours per day here. Rather than spending 2 straight hours here, they float back and forth between the Wildish Bldg. and the Downtown Center. Consequently, there's not much continuity in work here. With the exception of cleaning the restrooms, vacuuming, and emptying trash, most needs must be pointed out and requests for service must be requested 3 or 4 times before they are fulfilled. Some examples include burned out interior and exterior light bulbs, interior and exterior stairwells that need to be swept and have spider webs dusted down, keeping the exterior light fixtures free of spider webs and bugs, sweeping the building's sidewalks, etc.

▪ **Security:**

Building security is difficult because of the multiple exterior doors, some of which do not close securely. Exterior and interior doors have frequently been left unlocked after hours by staff. It is very difficult to determine who the culprit(s) is/are. We would prefer to have some time of card or key lock system which would specifically identify after-hours building users. Access to restrooms from classroom 117 involves going outside the classroom and back into the building through a door that is locked at 5:00 p.m. for security purposes. In order for evening students to access the restrooms, they are given an exterior building door key which gives them access to several other exterior doors. It would be very easy for someone intent on theft or damage to get into other parts of the building.

▪ **Instructional Space Configuration:**

As mentioned above, the short wall in classroom 213 makes configuring class seating difficult; the Computer Training Room #106 has HVAC fans that are very noisy making hearing difficult for students. Most exterior doors have no weather proofing of any kind, allowing summer heat, winter cold, and the ever present rains to enter the building. Access to restrooms from classroom 117 is difficult and a security challenge, as already mentioned. An interior access door would be an ideal fix to the situation.

▪ **Heating and Ventilation:**

The HVAC system is not adequate for the building. During the summer, offices on the 2nd floor west side of the building cannot be cooled sufficiently to create a comfortable working

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environment. Temperatures range between 80° and 100°. It is often so hot in that suite during the winter months that the tenants must open their exterior doors to cool it down. Tenants in that end of the building have consistently complained of the heat/AC over the past six years.

▪ **Insect Infestation:**

Another problem is ongoing ant infestation. There is a large colony of carpenter ants over the west end of the building. In addition, smaller sugar ants have infested the building over the fall and winter. Monthly spraying has not mitigated the problem.

What are your utilization ratios?

▪ **Wildish Utilization:**

WILD106, 117, and 213 are used for training by the BDC and contracted trainings. The utilization ratio is 5.75.

Provide a copy of your equipment inventory.

▪ **Inventory Computers by Staff Vs. Student Use Computers**

There are 17 staff computers and 27 available to students. (We provide computers for the Lane MicroBusiness program as part of our Memorandum of Understanding and they are included in this figure.)

There are 4 Laser Printers and one available to students in the building. Two need to be replaced.
1 computer laptop

▪ **Instructional Equipment:**

- 26 Computers for student use and 1 needs replacing
- 1 laser printer in Computer Training Room (WILD106) which needs to be replaced.
- 1 permanent Infocus projection system for WILD206
- 1 portable Infocus projector for multiple classroom use
- 2 Computer laptops – 1 needs to be upgraded for presentation use
- 2 Overhead projectors
- 2 TVs – 1 that needs to be replaced
- 1 wireless speaker sound system

What are your equipment strengths?

▪ **Computer Strengths**

All 25 instructional computers in the Computer Training Room (WILD106) were replaced with state of the art equipment in Summer 2004 – a result of TACT funds. Most staff computers were replaced in Fall 2004 through the college's new 3-year replacement policy.

Equipment challenges?

▪ **Computer Challenges**

The new computer equipment has markedly decreased our computer challenges. The student computer in our lobby needs to be replaced. 2 laser printers need to be replaced.

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▪ **Other Equipment Challenges:**

N/A

Do you have any plans in place for equipment replacement?

Not at this time

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).

2004-05 BDC Unit Plan Budget

General Fund	\$530,682
Program Income	\$190,000
SBA	\$47,459
Lottery	\$40,083
Total	\$808,389

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

The BDC is made up of noncredit programs, classes, workshops and services to small business. We do have required goals set by funders' each year. All center activities are focused around meeting these goals and service the needs of our business community. Student FTE is generated from all of the activities mentioned above.

2) Student Success Data

All programs and courses are classified as professional technical noncredit training. The business management programs of the BizCenter receive certificates.

3) Budget

Please provide the following budget information:

- **Center Budget:**

The BizCenter budget is comprised of 66 percent general fund and 34 percent is grant and community support.

- **Community Support**

The community support comes from student revenues, in-kind contributions of time and donations to the Foundation.

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Program Outcomes Data, 2003-2004

	<i>Expected Outcomes for 2003-04</i>	<i>Actual Outcomes for 2003-04</i>	<i>Analysis of Comparison (Link to 2004- 2005 Goals)</i>
<u>Enrollment Data</u>			
Department Level Student FTE	196	204.34	4% increase 2004-05: 1% increase in Goal of 207.67
Program Level: Student FTE	181.67	191.16	4% increase 2004-05: Fractional increase in Goal of 192.67
	SBM= 40 FBM= 40 Other=82	SBM= 38.01 FBM= 61.68 Other=91.47	SBM= 40 FBM= 61.67 Other=91.47
Course Level: Student FTE*	15.00	13.38	10% reduction 2004-05: Same Goal of 15.00
Unit Faculty/ Student FTE Ratio	40:1	SBM = 43:1 FBM = 79:1	40:1
Enrollment Capacity Analysis	SBM = 100% FBM= 100%	SBM = 95% FBM= 154%	SBM = 100% FBM= 100%
<u>Student Success Data</u>			
Student Retention Ratios		SBM Yr 1 = 100% SBM Yr 2 = 100% FBM Yr 1 = 100% FBM Yr 2 = 100% FBM Yr 3 = 100% FBM Seminar = 100%	SBM = 100% FBM = 100%

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	<i>Expected Outcomes for 2003-04</i>	<i>Actual Outcomes for 2003-04</i>	<i>Analysis of Comparison (Link to 2004-2005 Goals)</i>
Student Completion Ratios		SBM = Unable to track. Due to budget/instructor cuts, there was no 3 rd Year class in 2003-04 FBM = The 2003-04 class finished the 3-year program with 7 participants, down from 15 for a 54% completion rate. Reasons for dropping included moving out of district (1) and “gentleman farmers” with very small acreages (5).	SBM = FBM =
Degrees/Certificates Awarded		Programs are non-credit, therefore not degreed or certificated	Programs are non-credit, therefore not degreed or certificated

	<i>Expected Outcomes for 2003-04</i>	<i>Actual Outcomes for 2003-04</i>	<i>Analysis of Comparison (Link to 2004-2005 Goals)</i>
General Fund Budget			
General Fund Allocation	\$493,940	\$547,343	10% increase of Allotment For 2004-05 an 3% decrease (\$530,682)
Cost of Unit Operation	\$493,940	\$547,343	10% increase of goal For 2004-05 an 3% decrease (\$530,682)
Revenues Generated by Your Unit	0	0	0
Cost per Student FTE	\$2,616	\$2,679	2% increase For 2004-05 5% decrease (\$2551)

** Please attach a Current Enrollment report for Summer 2003 through Spring 2004. In this table, you only need to address and anomalies in course enrollment that may ave occurred in 2003-2004. If you need additional rows, just add them to the template.*

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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:

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

Methods of assessment you might use include:

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?

▪ **Approaches used were:**

Needs Assessment
Satisfaction Assessment
Environmental Assessment

▪ **Methods of Assessment:**

- Quantitative Assessment
- Qualitative Assessment

▪ **Strengths**

- The Small Business Management program enrollments were as expected.
- The Farm Business Management program enrollment far exceeds expectation.
- The variety of small business training the center provides is an asset to the local business community.
- The Business Group and Non-profit enrollments were good.

▪ **Weaknesses**

- The poor economy played an effect on enrollments for short-term offerings.
- Tuition increases also had an impact on enrollment.

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?

▪ **Evaluation Assessment at the program and course levels**

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- All programs and short-term training is evaluated each year based upon the feedback each offering is adjusted or refined to meet the needs of the learner.
- Our advising clients fill out an evaluation each time they have a session of one-to-one instruction. These evaluations are running between 95-99 percent satisfaction rating.

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?

- **Approach used Evaluation Assessment**
- **Program Outcomes**
 - The faculty member works with students and collectively they decide the agenda beyond the basic outlines.
 - Session evaluations are given out in some programs so that the program is meeting the needs of the class each session throughout the year.
- **Short term Training Outcomes**
 - All offerings are designed with the outcomes identified and presented to students.
 - Evaluation data will reflect satisfaction rates on the average of 94-100 percent.

4) How efficiently did you use the resources you were given?

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?

- **Environmental Assessment**
- **Quantitative Assessment**
- **Qualitative Assessment**
- **Strengths**
 - The BizCenter has multiple complex revenue sources requiring monitoring and cost control every step of the way. Federal audits are done regularly.
- **Weaknesses**
 - These same revenue sources restrict activities of the BizCenter to meet only their goals.

5) How well are you utilizing current technology?

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?

- **Environmental Assessment**
- **Strengths**
 - New updated computer lab with “leading-edge” software
- **Weaknesses**

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- New updated computer lab with “leading-edge” software
- The lack of outdated computer equipment and 2 servers in the training lab created problems for computer instruction. (New computer equipment was replaced summer term however.)

6) If your program works with and 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?

- **Environmental Assessment**
- **Strengths**
 - Advisory Board was expanded with greater community involvement this last year.
- **Weaknesses**
 - No weaknesses, except developing building working relationships, with time.

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?

- **Environmental Assessment**
- **Strengths**
 - Faculty meet FTE goals and satisfaction survey goals were also achieved.
- **Weaknesses**
 - We are “down” two faculty positions due to budget cuts and two staff positions are vacant.

8) Review your initiatives from 2003-04.

- Computer Lab was equipment was replaced with leading-edge technology and flat screen monitors allowing for total machines to be served by one operating system.

9) Overall, what strengths do you believe your unit demonstrated in 2003-2004?

- The classes and services provided to the business community.
- Staff’s expertise in practical business experience

10) Overall, what challenges do you believe your unit faced in 2003-2004?

- It was a challenge deciding how to provide quality instructional services to the existing business owners that were misplaced by budget cuts. A stripped-down program version was offered to help cover the gap that needed to be self-support. This instructional package did not have enough enrollments to be offered this year and was held back the rest of the year and reworked for fall of 2004.

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11) What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?*

- To match the economic benchmarks of the state of Oregon for future years, the BizCenter (and the State Network) will begin work on creating a Technology Center that will serve technology businesses in the years to come.
- Hire a part-time technical advisor/coach to advise area businesses and build awareness
- Preparing research on the target market and need identification
- Working with the OSBDCN and other SBDCs to apply for accreditation and grant funding – putting and supporting the ‘T’ in SBDC.

Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.

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) **Initiative Title**

Technology Center – putting the ‘T’ in SBDC

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

What is the challenge you are trying to address?

- Research and identify who would be served by a Technology Center
- Identify the services needed
- Seek grant funding to support the center

How will this initiative address the challenge?

- It will address the need for research and identify funding sources.
- It will also provide support for technology based businesses and for the University of Oregon’s planned Technology Incubator .

3) **Describe the initiative**

What will the product, innovation, or change of this initiative be? Please be as specific as possible.

- The development of research and accreditation preparation for housing a Technology Center within the Business Development Center.

What is the need or intended use? How was that need assessed? What is your evidence of the need?

- To provide assistance to technology driven companies that will grow the Oregon economy by providing jobs.
- The need was assessed by the state of Oregon as an economic development initiative.

Given college resources, is it feasible? Is it an efficient use of college resources?

- The Technology Center would be funded by outside grants and blended within the BizCenter umbrella.

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- **Helping technology businesses is the predicted future growth area for family wage jobs in the state of Oregon, as well as Lane County. If the college is to remain in the forefront for economic development of our region, then yes, it is efficient use of college resources.**

What would be the campus location of this request/project?

- **The Center would be located within the Business Development Center**

How many students (per year) will benefit?

- **Will depend upon funder's goals and requirements for our region.**

How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?

- **Students Benefit:**
 - a. Expansion of advising services specific to technology businesses
 - b. Assistance in bring new technology to market
 - c. Educational programs, classes, and workshops specific to technology businesses
- **Address Core Abilities or Learning Outcomes**
 - Assistance in developing and marketing their new product or service effectively
 - Think critically and solve problems about their business effectively
 - Creating a successful and sustainable business that leads to family-wage jobs

4) Describe the resources needed

Attach the Initiative Spreadsheet to this chapter

None at this time, an assessment of needed resources will begin in January 2005.

5) List possible funding sources

Can this project be partially funded?

- Yes, with grant funds

If so, what portion could be funded at what minimum cost?

- The scope of this project will be based on funding from grant sources

6) Provide ORG & PROG codes

N/A

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

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▪ **Innovation**

- Responds to changes in demographics, market trends, economic conditions, etc.

Curriculum:

- Developing new classes, workshops, and programs to meet the needs of our target market
- Developing programs that implement current technology and methods
- Put learners first by providing them hands-on, practical approach to running their businesses

▪ **Partnerships**

- Participates in partnerships around the state such as: the 19 BizCenter Network, Department of Employment Services, Oregon Economic and Community Development Department, Oregon Community College and Workforce Development, ONABEN, etc. and the Small Business Administration.

▪ **Transforming Students' Lives**

- Through learning by providing education, training, coaching, and a forum for peer-to peer learning to the business community of Lane County.
- BizCenter training and services help ensure that area businesses learn, work toward profitability, grow, and contribute to the local economy
- Classes help to minimize the risks of business startup and expansion with services provided.
- Offerings provide all the tools businesses need to succeed.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and client/student support services.
- Commit to a culture of assessment of programs, services and learning.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

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Chapter 5: Expected Unit/Program Outcomes for 2004-2005

1) What program level outcomes do you expect to achieve?

What goals do you wish to set for 2004-05?

For data see below

We are planning to show improvement in both the quality and quantity of offerings through the Business Development Center. We are constantly working to expand our offerings, extend our services via strategic partnerships within the college and the community. We are working to evolve our services and delivery systems for accessibility and responsive customer service.

How will you address the need to meet accreditation standards or national standards if applicable?

By following Lane's accreditation standards and the program standards for Community Colleges and for Workforce Development.

2) How will your programs enhance your students' abilities to meet Core Abilities outcomes?

What changes do you expect to implement in 2004-05?

We will continue to develop effective outreach programs and marketing programs to attract current and future entrepreneurs from around Lane County (and sometimes from outside our service area for specialized offerings).

We have also put together a progression of courses that build on the foundation of previous programs, classes, workshops, and seminars that the student has taken. We will work this coming year to fill in any gaps and to "mainstream" more of our entry level and MicroBusiness clientele.

3) What course level outcomes do you expect to achieve or goals set for 2004-05?

What goals do you wish to set for 2004-05?

For data see below

How will your courses grow, change or adapt?

By meeting the current and future needs of our clients and trends

How will your instructional methods grow, change or adapt?

By having instructors keep up-to-date on the latest course materials and teaching methods. We are also using technology and alternative delivery mechanisms wherever it is beneficial. The technology initiative should help us better serve a growing and specific business sector of the economy.

What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

Classroom 213 would be remodeled slightly to accommodate more students.

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

Current and new technologies have added greatly to the efficiency and productivity of our staff and has allowed us to do more with less. We will continue to assess new technologies for future productivity and efficiency enhancements.

We are also “piloting” e-learning and e-advising where clients can communicate and learn “on-line”.

Technology is also creating some education services that we can provide businesses such as computer networking, computer applications, e-commerce, web design, etc.

5) What plans do you have for working more effectively with your Advisory Committee?

We have recently added to the BDC advisory committee membership with members from major community organizations and businesses. We have also formed subcommittees to tackle some of the major goals and objectives of the center, and to address the area of Contract Training. We are contemplating adding a subcommittee and a few additional members for Workforce Development, now that it is under the same Department Director.

6) How will you set faculty and staff goals?

Goals are set on an annual basis and are developed to support the overall goals and objectives of the Business Development Center. They are set collaboratively to provide both personal and professional development.

How will you ensure the participation of faculty and staff in all phases of Unit Planning?

In the future we will start the process earlier to insure that all staff and faculty can participate in all phases. Program startup, a few vacant positions, and high work levels have made it difficult for some staff and faculty to participate as fully as we’d like. The unit planning process will also become a greater part of our ongoing staff meetings.

7) Enrollment Data

Please provide your projected goals for 2004-2005:

- Program Level: Student FTE
- Course Level: Student FTE
- Student FTE/Faculty FTE ratios
- Capacity Analysis

See below

8) Student Success Data

Please provide your projected goals for 2004-2005:

- Student Retention ratios

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- Student Completion ratios

See below

	<i>Expected Outcomes for 2004-05</i>
<u>Enrollment Data</u>	
Department Level: Student FTE	208
Program Level: Student FTE	192.67
	SBM= 40 FBM= 61.67 Other=91
Course Level: Student FTE	15.00
Unit Faculty/ Student FTE Ratio	40:1
Enrollment Capacity Analysis	SBM = 100% FBM= 100% Short-term= 15% Above Breakeven

<u>Student Success Data</u>	
Student Retention Ratios	SBM Yr 1 = 100% SBM Yr 2 = 92% SBM Yr 3 = 100% FBM Yr 1 = 100% FBM Yr 2 = 100% FBM Yr 3 = 100% FBM Seminar = 100%
Student Completion Ratios	SBM Yr 1 = 100% SBM Yr 2 = 92% SBM Yr 3 = 100% FBM Yr 1 = 100% FBM Yr 2 = 100% FBM Yr 3 = 100% FBM Seminar = 100%
Degrees/Certificates Awarded	Non-Credit – not degreed or certificated Given Certificate of Curriculum Completion

9) Facilities and Equipment

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

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Facility maintenance includes:

- broken concrete repairs
- modifications to rooms 213 and 106 to make space more useable
- filming western exposure exterior windows with sun/heat blocking material
- weather- and energy-proof building to reduce utility costs
- repaint some rooms
- re-key building with key-pad or card-lock system
- install exterior lighting in building parking lots

10) Budget

Please provide projected goals for 2004-2005:

- **General Fund:**
 - General Fund Allocation
 - Actual Costs of Unit Operation
 - Revenues (Course Fees, etc.)
 - Cost per Student FTE

	<i>Expected Outcomes for 2004-05</i>	
<u>General Fund Budget</u>		
General Fund Allocation	\$530,682	
Cost of Unit Operation	\$530,682	
Revenues Generated by Your Unit	0	
Cost per Student FTE	\$2,551	