

*Lane Community College
Unit Planning: Instruction & Student Services
Business Department
Unit Plan 05-06*

Program Analysis

Key Question: Please review the planning initiatives that were identified in the annual planning cycle. Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.

1. What did your unit accomplish last year in relationship to the annual planning initiatives? Other accomplishments not related to the annual planning initiatives?

Note: this overview of accomplishments is based largely on current efforts/initiatives from Unit Plan 04-05. Reference is given to the initiative's priority and page number in UP04-05. Where still relevant, the old planning work dating back to 2003 is noted in the section devoted to "Work outside of Unit Plan 04-05."

The Business Department is engaged in responding to technological and environmental changes by building new curriculum and programs that will minimize barriers to learning, better meet the needs of our students and the local community, and facilitate student success and retention. Business students, faculty, staff and management continue to have a high level of constructive participation at the institutional level. The breadth and quality of the work being done is a tribute to the efforts and dedication of the faculty and staff.

a) Funded initiatives [for additional details, see pp. 28-50 of UP04-05]

- Update Projectors in Labs (202 & 209) – will be accomplished Winter 2006 break (UP04-05 #7, pg 28)
The Department Administrative Coordinator, in collaboration with the Instructional Computing Project Coordinator, decided not to complete this project Summer term in order to maximize service to students – 202 was used as a college-wide open computer lab while Health 201 was remodeled.
- Creation of Common First-Year Core – mostly accomplished (UP04-05 #1, pg 39)
In March 2005, the Department hired Dr. Ruth Stiehl to facilitate the discussion to identify program outcomes of the new first-year core. Department faculty and staff then identified existing courses that met those outcomes and areas where courses needed to be changed or added. Faculty have worked throughout the Summer to revise and develop the courses needed and are in the process of working with the Administrative Coordinator to complete and compile the necessary curriculum forms to be submitted to the Curriculum Committee in November.
- Expand Online Offerings – accomplished (UP04-05 #15, pg 46)
Financial Accounting (BA213), Business Communications (BA214), Business Law (BA226), and Records Management (BT140) have all been developed and will be offered online during the 2005-2006 academic year.
- Creation of Interdepartmental E-Business Degree – partially accomplished (UP04-05 #13, pg 49)
Due to insufficient faculty time, this project has not been completed. An extension for this Carl Perkins Curriculum Development project has been submitted to the Office of Instruction & Student Services.

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b) Unfunded initiatives [for additional details, see pp. 28-50 of UP04-05]

Note: commentary is included where progress has been made with alternate funding sources or unfunded work. For other initiatives reference is given to the initiative's priority and page number in UP04-05.

- Creation of a Flexible Classroom in the Business Building – not accomplished (UP04-05 #11, pg 30)
- Retail & Service Management Degree – not accomplished (UP04-05 #17, pg 32)
- Financial Services Degree – not accomplished (UP04-05 #19, pg 34)
- Tutor Coordinator – not accomplished (UP04-05 #3, pg 36)
- Office Support Specialist – not accomplished (UP04-05 #5, pg 41)
- ASOT in Business – accomplished (UP04-05 #9, pg 43)

The ASOT in Business degree was implemented in the 2005-2006 catalog year. The Department is currently in the process of filling the vacant faculty position referenced in the initiative. Additionally, starting Winter 2006, the Department will be utilizing two large classrooms created in Building 18 as a result of the remodel for the Health Clinic.

c) Work outside of Unit Plan 04-05

Curricular Improvements

Chris Culver and Velda Arnaud have become qualified to administer the MBTI (Myers Briggs Type Indicator) inventory to students in the Team Building Skills (BT146) and Leadership & Team Dynamics (BA278) courses. These two courses have been recognized as meeting the Human Relations requirement for degree programs and are open to students from all disciplines. In addition three new classes, Applied Leadership 1-3 (BT281-3), were developed and are each 1-credit courses in a series designed to help students apply leadership philosophies and theory in real world situations. Chris Culver, Judy Boozer, and Jamie Kelsch have become certified Phi Theta Kappa Leadership instructors, which allows use of the PTK Leadership text in BA278.

The Department is in the beginning stages of a study of methods for providing online support.

Department Improvements

Velda Arnaud and Kirsia Whedon have updated the department web pages and are continually working toward making them a more valuable tool for students and faculty.

The department faculty and staff continue to aggressively pursue professional development opportunities, including sabbaticals, internships in the work environment, professional certification workshops and extensive undocumented and unfunded personal study efforts.

The department was fortunate to receive a remodel of the south end of Building 2, and has committed significant efforts and resources to its effective use. The new design features a central student space with immediate access to administrative, counseling and coop support with both full- and part-time faculty offices nearby.

The department has helped make many improvements to processes, from financial and FTE data for decision making to systems that support the daily functioning of the office.

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Collaboration and Institutional Participation/Leadership

The Department has continued its high level of participation in institutional work, from participating in councils and hiring committees and other work groups to providing insight into business and financial processes. It has worked hard to improve collaboration with area high schools in support of the College Now program, and has achieved significant gains in this area.

2. What are the areas that still need attention?

The Department has been working to create an additional Office Support specialist position. This is a critical final step in creating both a supportive student environment and in continuing needed work on department and division support systems.

The department makes extensive use of the Tutoring Center, and needs to support and grow a Business Tutor Coordinator position. This position has been essential to supporting students, and plays a central role in new department plans for developing an online support system.

Work on the Interdepartmental E-Business Degree has not been completed due to insufficient faculty time to meet and determine program outcomes/composition.

3. Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.

a) Improved Service and Support

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.

b) Improved Retention and Student Support

In order to best facilitate student success and retention, and ensure efficient use of resources we need to have a Business Tutor Coordinator position. Additionally, we need to develop tools to provide student support online.

c) Improved and Expanded Delivery Modes

The department plans 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. The department is on track to have one or more programs available entirely online.

d) New and Expanded Curriculum

By building on the first-year core, the creation of a new degree in Financial Services and Retail Management 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.

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Annual Program Plans:

*How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** When proposing an initiative(s), use the following structure for each initiative proposed:*

Section I: Planning

1. **Initiative Title:** Office Support Specialist **Division Priority: 2**
2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

Refer to Program Analysis 3.a & 3.b: In order for Business Department students to be adequately supported and 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 other 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 quality customer service for our clients. The faculty wants to demonstrate how a good business is operated. Having a receptionist that will guide students, help market our department, and provide a cheerful welcome is essential for our business to shine. The front office area in our department has been transformed into an inviting and welcoming facility for our students. The first thing students encounter should not be a barrier, but an area that shows respect and immediate response to student needs.

3. **Describe the initiative**
 - *How does this initiative align with the strategic directions of the college?* 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.
 - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* A front-line person in our reception area will give direct support to the 1150-1200 students the department serves each year and co-coordinate online support systems. The population of students in our department includes women hesitant to return to school.

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They need extra help, friendliness, and reassurance to feel good about their Lane 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 Lane where their lives can be transformed. The department's FTE will be positively affected by an adequate front-office presence.

- *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 the Department Chair and faculty and feedback from students, community, and our Advisory Committee. Since being in temporary office space since June, the need for an Office Support Specialist has become even more transparent. Any time the administrative coordinator leaves to attend meetings (department & college) or run errands, the department office is closed. From the students' and public's point of view, the Business Department is closed approximately 25% percent of the time during regular business hours. This has an obvious impact on availability for potential students and accessibility for retention.

The department planned on implementing systems that would have allowed both qualitative and quantitative assessment of this need over the past year. However, the demands on the administrative coordinator's time did not allow for this assessment to be implemented.

- *Given college resources, is it feasible?* Yes, the department has an approved classified position that could be converted to an Office Support Specialist classification and would be cost neutral. *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?* 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 Lane 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 Lane where their lives can be transformed. The department's FTE will be positively 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; 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. The Business Department 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.

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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Office Support Specialist position, 1.0 FTE. Approximate cost (based on 2005-06 pay rates): Grade 5/ Step 4 annual salary is \$24,812 + \$13,349 OPE = **\$38,161**. (Current budget allocation for Instructional Support Specialist position is \$42,192.)

5. List the possible funding sources

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

The Department currently has a General Fund budget allocation for an Instructional Support Specialist position (.917 FTE) that will not be filled. This position was originally created as a result of the Department exploring an alternative way of offering the Computer Keyboarding and Keyboard Skillbuilding courses. At the end of one-year this method was found not to be a cost effective alternative and the project was abandoned. The conversion of this position to an Office Support Specialist position (1.0 FTE) would be cost neutral.

If the funding source is Carl Perkins: N/A

How does the request meet one or two of the Carl Perkins act goals?

6. Provide ORG & PROG codes: 631100 & 112000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Our Advisory Committee has given us a mandate to approach our process issues with a business-like data-oriented approach. Our ability to do this hinges on having office support that will free up our Administrative Coordinator to be able to meet those needs.

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Section I: Planning

1. **Initiative Title:** Business Tutor Coordinator **Division Priority: 4**
2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

Refer to Program Analysis 3.b: Business students currently account for the greatest use of the Tutor Center and have the largest complement of tutors scheduled. Without a budgeted coordinator position, 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 greater availability of high quality tutoring help will create greater student success in these classes.

3. **Describe the initiative**
 - *How does this initiative align with the strategic directions of the college?* 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 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.
 - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* A Business Tutor Coordinator will coordinate with the Business Department faculty, co-coordinate online support systems, recruit new tutors, train and provide orientation, schedule weekly hours, cover absences, and monitor and evaluate tutor performance.
 - *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 the Department Chair and faculty and feedback from students, community, and our Advisory Committee. Business students currently account for the greatest use of the Tutor Center and have the largest complement of tutors scheduled. Without a coordinator, there is no system in place to ensure adequate coordination and preparation of tutors for business students. In 2003-2004, 392 students were served by business tutors for a total of 6,826 hours. In 2004-2005, 453 students were served by business tutors for a total of 6,577 hours.
 - *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?* Approximately 300-500 students currently take advantage of Business Tutoring resources. With a coordinator to evaluate needs and organize a concentrated effort toward meeting them, the potential exists for every one of the 1150-1200 business students per year to benefit by utilizing tutoring services.

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- *How will students benefit?* In introductory classes student success is closely correlated with the availability of assistance. The availability of high quality tutoring help will create greater student success in these classes.
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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Part-time Instructional Specialist position, Grade 8/ Step 4. Approximate cost (based on 2005-06 pay rates): \$14.38/hour x 1039 hours = \$14,941 + \$6,006 OPE = **\$20,947**.

5. List the possible funding sources

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

Carl Perkins or General Fund

If the funding source is Carl Perkins:

How does the request meet one or two of the Carl Perkins act goals?

This request would improve academic and technical skills of students by strengthening the quality of tutor services provided to Business students. Additionally, improving access to and building stronger tutoring services will assist students, including those in special populations, in overcoming barriers to success.

6. Provide ORG & PROG codes: 631100 & 112000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

The Advisory Committee has a keen and longstanding interest in the cultivation of soft skills in the curriculum. Providing a supportive context for tutoring is both a place to model the types of skills that businesses look for as well as a place to explicitly teach them.

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Section I: Planning

1. **Initiative Title:** Student Support Online **Division Priority: 6**
2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

Refer to Program Analysis 3.b: In all classes, student success is closely correlated with the availability of assistance. In today's environment, students need access to that assistance at all times, not just during traditional department/instructor office hours, or Tutor Center hours. We feel that developing a model of student support online that could be available to all Business students will have a positive impact on student success and retention.

3. **Describe the initiative**
 - *How does this initiative align with the strategic directions of the college?* 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.
 - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* A model for providing Student Support Online, both real-time and web-based, would be developed and tested.
 - *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 the Department Chair, staff, faculty, and feedback from students. As illustrated in the following comparison of course completion and success rates by delivery method for 2004-2005, although online completion rates are very close to the department average, success rates are noticeably lower for online classes:

Business Course Completion & Success Rates for 2004-2005

(2nd Week to Completion)

Name	COMPLETION RATE				SUCCESS RATE			
	Fall	Winter	Spring	Average	Fall	Winter	Spring	Average
Department	91.4%	92.5%	91.7%	91.9%	81.7%	81.9%	78.3%	80.6%
Classroom	91.4%	92.2%	91.7%	91.8%	81.1%	82.0%	79.0%	80.7%
Online	87.4%	91.8%	89.7%	89.6%	76.5%	79.6%	69.9%	75.3%

The department feels this is in large part due to the current level of support we are able to provide to our online students. It is important to note that the proposed real-time and web-based Student Support Online system would benefit all Business students, not strictly online.

- *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

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- *How many students (per year) will benefit?* The potential exists for every one of the 1150-1200 business students per year to benefit by utilizing support systems online.
 - *How will students benefit?* Support and assistance will be available online at any time, for any class, for any student. Real-time online support will be available during staffed tutor hours and instructor office hours. If real-time support is not available, students will have access to FAQs and/or be able to leave detailed messages which will be answered. Students will be able to evaluate, and provide feedback on, the usefulness of the help received so that we can continue to improve our student support structure.
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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Development Time: \$4,732 (40 hours each for two Faculty and the department Administrative Coordinator)

Training Time: \$702 (20 hrs @ \$25.07 = \$501 + \$201 OPE)

5. List the possible funding sources

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

Carl Perkins

If the funding source is Carl Perkins:

How does the request meet one or two of the Carl Perkins act goals?

This request would improve academic and technical skills of students by strengthening the quality of support services provided to Business students. Additionally, improving access to and building stronger support services will assist students, including those in special populations, in overcoming barriers to success.

6. Provide ORG & PROG codes: 631100 & 112000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

By design, the tools and environment for working with students will apply directly, and provide immediate benefit for working more closely with our Advisory Committee. Committee members may contribute to the process by posing as test students in the development phase to provide feedback from an outsider's perspective.

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Section I: Planning

1. **Initiative Title:** Expand Online Offerings **Division Priority: 8**
2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

Refer to Program Analysis 3.c: 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. **Describe the initiative**
 - *How does this initiative align with the strategic directions of the college?* 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.
 - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* This initiative would develop the following courses in online format: BA223 Principles of Marketing, BA224 Human Resource Management, BA249 Principles of Retailing, BT 129 Business Web Pages, BT165 Introduction to the Accounting Cycle, BT217 MS EXCEL for Business – Expert, BT220 MS WORD for Business – Expert, BT251 E-Business Fundamentals, and BT252 Internet Business Applications. The Department would eventually like to have one or more complete programs available online.
 - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* 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. In the past two years eight courses have been developed online, BA101 Introduction to Business, BA211 Financial Accounting, BA213 Managerial Accounting, BA214 Business Communications, BA226 Business Law, BT010 Computer Keyboarding, BT140 Records Management and BT262 Personal Finance. All sections of these courses have had good enrollment and positive comments from students.
 - *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?* It is unknown how many potential students will benefit from increased access to online classes since the market is not limited to local (Lane County) residents.
 - *How will students benefit?* Students who have geographic or other barriers to attending courses in person will be able to take classes online.
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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Curriculum development funds would be needed to develop online courses. 100 hours per course, times nine courses currently identified, equals 900 hours total, **\$33,362** (900 hrs @ \$26.44 = \$23,796 + \$9,566 OPE) for curriculum development.

5. List the possible funding sources

- *Can this project be partially funded? Yes*
- *If so, what portion could be funded at what minimum cost? Each course would cost \$3,707 (100 hrs @ \$26.44 = \$2,644 + 1,063 OPE).*

Carl Perkins or Curriculum Development

If the funding source is Carl Perkins:

How does the request meet one or two of the Carl Perkins act goals?

Measurable Goal #1 – Improving Academic and Technical Skills

The courses that will result from this curriculum development will directly and immediately help improve academic and technical skills as part of the department's professional-technical programs.

Measurable Goal #2 – Special Populations

Online curriculum that meets ADA requirements is specially suited to serving blind students, offers significant advantages to single parents through schedule flexibility, and serves a subset of the academically disadvantaged and limited English students by providing an alternative format.

6. Provide ORG & PROG codes: 631100 & 112000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

A well-understood and significant benefit of increasing online course development is that it creates additional access opportunities for students. There is a corresponding benefit for working with the Advisory Committee with online development, in that committee members can view (and even participate in) online instruction and use this experience to help provide meaningful input for the department.

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Section I: Planning

1. **Initiative Title:** Retail Management Certificate and Degree **Division Priority:** 10
2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

Refer to Program Analysis 3.d: The certificate was designed by a food-services industry group but has broad applicability. As a less-than-one-year certificate it creates a significant new career option. The Retail Management AAS degree will be innovatively built on top of both the new Business first-year core and the curriculum for the Retail Management Certificate. Multiple related career pathways will be created, including additional opportunities for work-based coop education in a very large segment of the economy as well as a professional-technical degree pathway, for students who have taken significant BA elective courses in the context of their ASOT (or AAOT) studies.

3. **Describe the initiative**

- *How does this initiative align with the strategic directions of the college?* This initiative transforms both student lives and the learning environment through the curriculum offered. Because this curriculum will be marketed to appeal to a new population of students it also is designed to transform the college organization by creating growth.
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* It will create a new AAS program and a new less-than-one-year certificate, both of which will bring in a new population of students. The certificate has the potential to be offered at the worksite. By offering a curricular connection with the ASOT degree, it creates a professional-technical career pathway for a new class of Lane students. As a significant side-benefit it will expand the number of career-oriented (“BA” prefix) electives that ASOT students can take before transferring to a 4-yr institution.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?* The food industry group that designed the certificate has committed to seeing it implemented at all Oregon community colleges, and the degree meets both that industry group’s specific needs as well as general retail management needs. The curriculum will be offered in traditional classes as well as online and may be offered in worksite classrooms. Members of the Advisory Committee have also urged us to develop such a degree.
- *Given college resources, is it feasible? Yes. The additional demands on instructor resources are a necessary element to developing growth. Is it an efficient use of college resources? Yes. This degree option is particularly efficient in creating multiple benefits because of the size of the economy that is served, the multiple career pathways possible, and the multiple delivery methods and locations that are developed.*
- *What would be the campus location of this request/project?* Main campus, Building 2
- *How many students (per year) will benefit?* 100-200

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- *How will students benefit?* The students benefit from a curriculum that is particularly well-suited to entry-level employment across a wide sector of the economy, uniquely broad career pathway flexibility and explicit industry support in at least one well-defined industry.
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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

\$2,000 in marketing costs related to rolling the degree out, informing potential students of what is available and informing the business community of the immediate, short-term and long-term opportunities for finding qualified employees in an area not previously addressed by Lane.

5. List the possible funding sources

- *Can this project be partially funded?* Yes
- *If so, what portion could be funded at what minimum cost?* The amount of funding received will impact the type and level of marketing activities feasible.

Carl Perkins or General Fund (Marketing)

If the funding source is Carl Perkins:

How does the request meet one or two of the Carl Perkins act goals?

Measurable Goal #1 – Improving Academic and Technical Skills

A broad range of entry-level and advanced academic and technical skills are introduced at Lane by this effort.

Measurable Goal #4 – Work-based Learning

Because of the many connections to the local economy this work will create a very large number of work-based learning opportunities.

Measurable Goal #7 – Counseling and Career Development

This initiative would fund work needed to create a rich set of career pathways related to a professional-technical program in retail management.

6. Provide ORG & PROG codes: 631100 & 112000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

This initiative will provide practical opportunities for the Advisory Committee to help with publicity and work opportunities, as well as valuable feedback on program design.

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Section I: Planning

1. **Initiative Title:** Financial Services Degree **Division Priority: 12**
2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

Refer to Program Analysis 3.d: Partners in the community have been requesting a degree program to prepare students to work in the financial services sector. This degree would be designed to help students gain entry-level positions with the potential for fast advancement.

3. **Describe the initiative**
 - *How does this initiative align with the strategic directions of the college?* This initiative will respond to changes in our economic environment in a deliberate and systematic way. 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.
 - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* By leveraging an already existing core of classes and collaborating with community members in financial industries to create four (4) new specialty classes, it is possible to create a meaningful degree in the fast growing financial services industry.
 - *What is the need or intended use? How was that need assessed? What is your evidence of the need?* 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. The financial services industry is one of the 14 industries identified in the President's High Growth Job Training Initiative.
 - *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?* 30-50
 - *How will students benefit?* 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.
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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Curriculum development funds would be needed to develop curriculum and materials relevant to the current job market. An anticipated **\$941** (Chris Culver, overload, 30 @ \$26.30 = \$671 + \$270 OPE) would be necessary for a program design study, and a subsequent **\$11,121** (300 @ \$26.44 = \$7,932 + \$3,189 OPE) for curriculum development.

5. List the possible funding sources

- *Can this project be partially funded?* Yes
- *If so, what portion could be funded at what minimum cost?* The program design study could be funded at **\$941** in FY07, and the curriculum development could be funded in FY08 (at a higher cost).

Carl Perkins or Curriculum Development

If the funding source is Carl Perkins:

How does the request meet one or two of the Carl Perkins act goals?

Measurable Goal #1 – Improving Academic and Technical Skills

This initiative would fund work needed to create a new professional-technical program in the financial services sector. This is a fast-growing area of the economy not currently being served by Lane, and this degree will offer a new educational pathway that will attract a new population of students.

Measurable Goal #7 – Counseling and Career Development

By opening up a unique career pathway this degree will significantly expand counseling and career development options.

6. Provide ORG & PROG codes: 631100 & 112000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

This initiative will provide practical opportunities for the Advisory Committee to help with publicity and work opportunities, as well as valuable feedback on program design.

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VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	\$\$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
PL	BCT-Business	2	7/1/2006	N/A	Office Support Specialist	Convert Classified Position	\$0.00	Y	X				X						
PL	BCT-Business	4	7/1/2006	N/A	Business Tutor Coordinator	New Timesheet Position	\$20,947.00	Y	X					X	X				
PL	BCT-Business	6	7/1/2006	8/30/2006	Student Support Online	Personnel Time	\$5,434.00	N	X						X				
PL	BCT-Business	8	7/1/2006	12/30/2006	Expand Online Offerings	Curr Dev (900 hrs)	\$33,362.00	N	X						X		X		
PL	BCT-Business	10	11/15/2005	8/30/2006	Retail Management Certificate & Degree	Marketing	\$2,000.00	N				X		X				X	
PL	BCT-Business	12	4/1/2006	6/30/2006	Financial Services Degree	Program Design Study	\$941.00	N	X						X				
PL	BCT-Business	12	7/1/2006	10/30/2006	Financial Services Degree	Curr Dev (300 hrs)	\$11,121.00	N	X						X		X		