

# **Bus/CIT 2010-11**

## **BUS Develop Four Courses Online**

### **Summary:**

Develop four Business courses online to continue the expansion of course/program options.

### **Description**

The Business Department commitment to developing online options for students has resulted in the online development of 40+ individual courses since 2005. Of the current active courses, not counting two that will be taught out next year, there are only four courses remaining to be developed in order to maximize the number of business courses available online:

- BT 108 Business Proofreading & Editing - last existing course to be developed
- BT 228 Integrated Office Applications - new course in Administrative Office Professional program being developed for classroom and online delivery simultaneously
- BT 230 Paperless Office Practices - new course in Administrative Office Professional program
- BT 286 Professional Bookkeeping - revision from 3-4 credits and change in text book requires complete redesign of existing online site

There are three courses for which online delivery is not an option:

- BT 020 10-Key Calculators - not a required course and physical access to calculators is required
- BT 030 Computer ABCs for Women in Transition - a service course teaching basic computer skills
- BT 271 Administrative Professional Practicum - developed by the state-wide AOP Consortium who determined the outcomes of this new capstone course can't be met effectively with online delivery

Additionally, there are three courses (BT 144 Administrative Procedures, BT 272 Tax Concepts and Preparation, and BT296 Applied Financial Accounting) that have been developed and delivered online. However, based on student feedback and current online technologies, faculty have determined that hybrid delivery optimizes the learning experience and achievement of student outcomes.

### **Questions and Answers**

**How is the initiative linked to the Unit Plans most recently submitted?**

- 1. How does it continue the achievement of those goals?**

2. **If this is a continuation of an initiative started last year, make sure that relationship is clear.**

**How is this initiative linked to the efficiencies and productivities plans you had last year?**

1. **How does it continue the achievement of these plans?**
2. **If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

This is a continuation of the Business Department goal of providing improved and expanded delivery modes as stated in section 3.c. of the 2005-2006 unit plan. Additionally, this initiative links to the 2006-2007 initiative #3 to develop courses/certificates online by increasing the percentage of programs available entirely online.

As with the 2006-2007 initiative #3 - the courses are all already being offered (with two exceptions). Making them available online significantly expands their audience with minimal investment. All Business programs will more readily 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 if they were available online. Making courses available online allows students to have access to an education who would not otherwise be able to earn a degree due to their life circumstances. The courses in these certificate programs will also serve as electives in the AAOT and the ASOT: Business degrees.

This initiative also continues to increase our ability to offer courses outside of the limited supply of campus locations available during peak demand hours and will allow students who are employed or unable to come to campus to obtain or finish their degrees online.

**Describe the resources needed:**

Curriculum development funding to develop two new classes and develop to two existing classes in an online format:

BT 108 - 70 hours of curriculum development

Request: Carl Perkins (CD) 70 hours

Request: Curriculum Development 70 hours

BT 228 - 100 hours of curriculum development

Request: Carl Perkins (CD) 100 hours

Request: Curriculum Development 100 hours

BT 230 - 100 hours of curriculum development

Request: Carl Perkins (CD) 100 hours

Request: Curriculum Development 100 hours

BT 286 - 70 hours of curriculum development  
Request: Carl Perkins (CD) 70 hours  
Request: Curriculum Development 70 hours

Total 340 hours of curriculum development support:  
Request: Carl Perkins (CD) 340 hours  
Request: Curriculum Development 340 hours

**What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.**

The primary outcome will be the availability of all business courses (with the exception of the six listed in the description) being available online. The Business Department has very successfully pursued a strategy of development online in part to address capacity issues and be able to realize enrollment growth by addressing scheduling concerns.

This initiative will result in:

- Increased enrollment of an estimated 12 to 15 FTE initially, with additional gains predicted in subsequent years with the continued development and maturing of online instruction.
- Increase percentage of Business degrees and certificates available entirely online. (Business courses only - some required courses in other departments are still not available online.)
- Increase efficiencies by not having to operate within room capacity and scheduling limits.

This is a critical curriculum update for program development vis-a-vis both high schools and four-year institutions, because of the role that online instruction plays in reaching these populations.

The data needed to track this growth is directly available in current instructional enrollment reports.

**Department Priority:**

10

**Unit Resources:**

This initiative can be fully supported with existing departmental computers, software, staffing and broad faculty participation with the faculty who are funded to do this development. Course materials developed with these resources are shared with other faculty in the department who teach the courses, resulting in efficiencies of funding and faculty time.

**Funding Request: Carl Perkins**

**Is this a Career & Technical Education program approved by the state and offered through Lane for credit?**

Yes

**If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?**

No

**Do you have an advisory committee that meets 2-3 times per year?**

Yes

**If request is for personnel, will funds be used to replace an existing position?**

**How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?**

Make Business courses available to a wider audience of students and increase technology experience.

**How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?**

More students will be able to take the courses and receive the degree so they can become employed.

**EQUIPMENT \$**

**COMPUTER HARDWARE \$**

**COMPUTER SOFTWARE \$**

**MATERIALS & SUPPLIES \$**

**CURRICULUM DEVELOPMENT (Hours)**

340

**PART-TIME FACULTY \$**

**TIMESHEET STAFF \$**

**TRAVEL \$**

**Can this initiative be partially funded?**

Yes

**EQUIPMENT \$**

**(E) Explanation of effect of partial funding:**

**COMPUTER HARDWARE \$**

**(CH) Explanation of effect of partial funding:**

**COMPUTER SOFTWARE \$**

**(CS) Explanation of effect of partial funding:**

**MATERIALS & SUPPLIES \$**

**(MS) Explanation of effect of partial funding:**

**CURRICULUM DEVELOPMENT (HOURS)**

170

**(CD) Explanation of effect of partial funding:**

The amount of funding received will impact the number of courses (thus programs) that could be developed online.

**PART-TIME FACULTY \$**

**(PF) Explanation of effect of partial funding:**

**TIMESHEET STAFF \$**

**(TS) Explanation of effect of partial funding:**

**TRAVEL \$**

**(T) Explanation of effect of partial funding:**

**Funding Request: Curriculum Development**

**1. List the following information**

- **Course Numbers (titles if not currently offered)**

- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

BT 108 Business Proofreading & Editing - Pat Hansen & Eilene LePelley

Approved course

BT 228 Integrated Office Applications - Sharon Kimble

Approved course

BT 230 Paperless Office Practices - Kaaren O'Rourke

Approved course

BT 286 Professional Bookkeeping Course - Chris Culver

Approved course

## **2. List each course number (or title) and the materials to be created for each class**

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

BT 108, BT 228, BT 230, and BT 286:

- Instructional goals, objectives, syllabi and outlines
- Lab instruction packets
- Practice, quiz, presentation &/or demonstration materials
- Online Moodle site
- Homework assignments, tests

## **3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.**

BT 108 - Summer/Fall2010

BT 228 - Summer/Fall2010

BT 230 - Summer/Fall2010

BT 286 - Summer/Fall2010

## **4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?**

Offering these courses online meets the instructional goals of:

- full online delivery of instruction
- improving success and completion rates
- managing scheduling and room capacity challenges

**5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.**

BT 108, BT 228, BT 230, and BT 286:

The development of online materials gives value to other faculty members in two ways in general: specific course materials become available for use in new ways to support other classes, and the overall development of online capacity helps support other faculty efforts by developing students' participation, expectations and maturity in getting their education online. Course materials developed with these resources are shared with other faculty in the department who teach the courses, resulting in efficiencies of funding and faculty time.

**6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.**

BT 108 - Approximately 96

BT 228 - Approximately 24

BT 230 - Approximately 48

BT 286 - Approximately 30

**7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.**

BT 108, BT 228, BT 230, and BT 286:

Business programs, particularly the Career Pathway Certificates, are designed to provide students with specific skill sets (within 9 months or less) that will make them employable in a variety of positions within many industries. Students who have geographic or other barriers to attending courses in person will be able to take classes online and receive a certificate/degree upon completion.

**8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.**

BT 108, BT 228, BT 230, and BT 286:

The online modes of instruction are the most flexible, and well suited to meeting the needs of a diverse population. In addition, all business courses promote respect for diversity by using examples that portray women and men from diverse cultural and ethnic backgrounds in a wide range of roles, including using examples of people in non-stereotypical business settings.

**9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.**

BT 108, BT 228, BT 230, and BT 286:

Online instruction is required for sustaining program enrollment growth because it uniquely addresses the scheduling and learning needs of working students and of professionals seeking professional development. This reality is reflected in current enrollment patterns and FTE growth.

**10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.**

BT 108, BT 228, BT 230, and BT 286:

The initiative targets distributed learning as its primary outcome, so the benefits are immediate.

**Hours requested for Curriculum Development funding:**

**Please enter the amount of one of the following:**

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative)**

**Do not enter any characters other than numbers and a decimal.**

**How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.**

340

**Can this initiative be partially funded?**

Yes

**Partially funded curriculum development HOURS requested:**

170

**Explanation of effect of partial funding:**

The amount of funding received will impact the number of courses (thus programs) that could be developed online.

**Funding Request: Technology Fee**