Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. Input should be sought from all campuses. It should be submitted or renewed every year by the designated date in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use,

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update
*Be sure to include information from all three campuses.

Program/Discipline: BUSINESS, General
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Date: 11.14.08

1. Program/Discipline Changes
   Has there been any change in the status of your program or area since your last
   Annual Update? (Have you shifted departments? Have new degrees or certificates
   been created by your program? Have activities in other programs impacted your area
   or program? For example, a new nursing program could cause greater demand for
   life-science courses.)
   Note: curricular changes should be addressed under 12 (Curriculum).

   □ No (go to next question)
   ☒ Yes  Describe the changes below:
      In the past year, the Associate in Liberal Arts degree was created with an
      emphasis in Business. The new Liberal Arts degree will create an educational
      pathway for our students to H.S.U. / CSU and UC. We are currently developing
      strategies to address the increased demand from occupational programs (such as
      CT, BT or CIS). Many programs are identifying the increased need for business
      training to strengthen the job readiness of CR students.
      In addition, Business has increased its focus on its core classes. Just as many of
      the software skills were moved into the Business Technology discipline in 2005-
      06, so were several creative-skill classes moved to Digital Media in 2007-08.

2. Program/Discipline Trends
   Refer to the data provided (data link is located at
   http://inside.redwoods.edu/Assessment/ProgRev/InstructionalProgramReviewData.asp)
   and describe the trends in enrollment, retention, success rates, and student
   demographics. If applicable, describe how changes in these areas are impacting your
   discipline and describe efforts within your area to address these impacts.

<table>
<thead>
<tr>
<th>Year</th>
<th>End of Term Enrollment</th>
<th>FTES</th>
<th>% Success V2</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>1521*</td>
<td>216.37*</td>
<td>68%*</td>
<td>85%*</td>
</tr>
<tr>
<td>2006-07</td>
<td>877</td>
<td>130.25</td>
<td>65%</td>
<td>82%</td>
</tr>
<tr>
<td>2007-08</td>
<td>1032</td>
<td>160.40</td>
<td>60%</td>
<td>83%</td>
</tr>
</tbody>
</table>

   When interpreting this data it is critical to understand that, prior to 2006-07, a
   significant portion of current BT (Business Technology) courses were formerly listed
as BUS. Thus a substantial portion of the fall-off in FTES seen in 2006-07 can be attributed to this transition.

Enrollment: The BUS program realized 30.05% FTES growth between 06/07 and 07/08. We are projecting that our FTES growth rate may reach 30% for the 08/09 year. Our primary hurdle for achieving our growth projections is our difficulty finding qualified faculty to teach enough sections to fill demand. With the support of one addition full-time faculty member in BUS/ECON, we are confident that we can grow in excess of our 30% target - especially in the areas of Small Business Entrepreneurship, Marketing and Economics. With the addition of a new faculty member in BUS/ECON, we project that we can realize incremental FTES growth of 50 in 09/10.

Retention: The IR statistics for retention show a slight decrease from 04/05 (87%) to 07/08 (83%). However, we are unable to make any conclusions at the program level due to the fact that many of the BUS courses included in the 04/05/06 data have been moved to DM, CIS and BT. A review of our core business courses does suggest, however, that we have experienced a slight decrease in enrollment. We attribute this decrease to the increased rigor of courses such as BUS 69 (Small Business Entrepreneurship) that prepare students for competing in the Economic Fuel Business Plan competition. In order to increase retention in our area, we are currently reviewing strategies for increasing the preparedness of our students entering our BUS courses.

Success rates: As noted above, success rate conclusions at the program level are difficult to assess due to the inclusion of DM, CIS and BT courses in the data mix. However, we have identified a decrease in our success rates in our core business courses from 04/05 to 07/08. For example, our BUS 10 class experienced a decline in success rates from 74% in 04/05 to 58% in 07/08. The rate of decline is attributed to two changes made to the BUS 10 curriculum: 1) Increasing the student capacity to a large class format (from 50-77 students), 2) Increasing online offerings. We do not currently have the data to separately track the success or retention rates in the large format or online classes. Anecdotally, we believe that the decrease in both retention and success rates can be attributed to the above changes in delivery and curriculum.

Demographics: Data on student demographics at the program level are not currently available.

3. **Labor Market Review (for occupational programs)**
   Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at [http://www.redwoods.edu/District/IR/Reports/LaborMarket.asp](http://www.redwoods.edu/District/IR/Reports/LaborMarket.asp).
   Institutional Research (IR) is available to help with surveys and reviews. All survey
data (whether collected by your program or the institution) should be sent to IR to be kept on record.
   a. Meets a documented labor market demand,
   b. Does not represent duplication of other training programs (in the region), and
   c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

While the Business degree is not an occupational program in the strictest sense, we have a strong commitment to workforce and economic development.

Our courses directly prepare students to move from the low-level to the mid-level jobs listed in the Targets of Opportunity report. All of the growth industries in the Target of Opportunities report include accounting/bookkeeping, first-line managers, and/or sales representatives and customer service representatives among their highly demanded labor needs. For example, the entire Investment Support Services cluster draws heavily upon the learning outcomes of our courses. In addition, we indirectly serve the development of high-level labor force needs by preparing students for transfer to a four-year university such as HSU.

We currently do not have data to support the employment success of our graduates in BUS. However, it is important to note that our students have won over $100,000 in the Economic Fuel Business plan competition in the past three years. Beyond the dollar figure, this achievement is notable because our students are competing against business students at HSU (including MBA students). It is our understanding that this is the only example in the country where community college students are competing (and winning) against four-year counterparts in a business plan competition.

4. Budget Resources
List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td>1000.00</td>
<td></td>
</tr>
<tr>
<td>Equipment replacement and repair budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-study funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Budget Items</td>
<td></td>
<td>VTEA (14,377.00)</td>
</tr>
</tbody>
</table>

Is the funding for these areas adequate? ☒ Yes ☐ No
If not, describe the impact of unaddressed needs on your discipline or program.

5. Learning Resource Center Resources
Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate.  ☑ Yes  ☐ No
If not, explain.

6. **Student Services Resources**
   Complete the following grid concerning Student Services Areas.

<table>
<thead>
<tr>
<th>Student Services Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is a connection to this discipline/program and YES the student services area does satisfy the needs of the discipline.</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>☑</td>
</tr>
<tr>
<td>Counseling</td>
<td>☑</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>☑</td>
</tr>
<tr>
<td>Career Services</td>
<td>☑</td>
</tr>
<tr>
<td>Disabled Student Programs and Services (DSPS)</td>
<td>☑</td>
</tr>
<tr>
<td>Extended Opportunities Programs and Services (EOPS)</td>
<td>☑</td>
</tr>
<tr>
<td>CalWorks</td>
<td>☐</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>☐</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>☐</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>☑</td>
</tr>
</tbody>
</table>

*If a lack of support was indicated in the table above, describe your program/discipline need.*

7. **Faculty Resource Needs**
   Complete the Faculty Employment Grids below (data link is provided at [http://www.redwoods.edu/District/IR/Reports/EnrollmentFTES.asp](http://www.redwoods.edu/District/IR/Reports/EnrollmentFTES.asp)).
### Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>103.35</td>
<td>21.7%</td>
<td>78.3%</td>
<td>-7.2%</td>
<td>-4.4%</td>
<td>In 2004, Jerome Guffey retired from BUS / ECON and was not replaced. Chris Gaines was (and remains) the only full-time faculty in BUS. There currently are no full-time faculty in ECON.</td>
</tr>
</tbody>
</table>

### Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for spring 2008 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from spring 2007</th>
<th>% Change from spring 2006</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>114.75</td>
<td>19.6%</td>
<td>80.4%</td>
<td>-21.6%</td>
<td>-6.2%</td>
<td>Growth in demand for BUS courses expanded our associate faculty pool</td>
</tr>
</tbody>
</table>
a. Describe the status of any approved, but unfilled full-time positions. We currently have no approved positions in our area.

b. If you are requesting a Full-Time Faculty position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
   • The ratio of full-time to associate faculty
   • Current availability of associate faculty
   • Relation to program review recommendations
   • Effect on diversity of the faculty
   • Effect on academic offerings and ability to serve students and the community
   • Effect on the vitality and future direction of a program and/or the college
   • Effect on student learning

c. If your Associate Faculty needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

   Finding qualified associate faculty in BUS/ECON/ACCT is very difficult due to our limited pool and the pay differential between industry and CR. We are currently making all possible efforts to recruit associate faculty with limited success. Our efforts include: advertising in the Times-Standard, collaborating with local industry, economic development and non-profit groups, working with HSU, and requesting assistance from the marketing department at CR.

8. Staff Resources

   Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.

<table>
<thead>
<tr>
<th>Assignment (e.g., Math, English)</th>
<th>Full-time (classified) staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>.10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Do you need more full-time of part-time classified staff? ☒ yes ☐ no
If yes, explain why.
The business program will need a technology specialist to support our new Center for Entrepreneurial Studies program. It is estimated that the technology specialist would dedicate 30% of his/her workload to the CES / BUS program to support our current growth.
We expect to be able to supply more detail on the exact technology support needs following our collaboration with Kingsborough College to develop the Center for Entrepreneurial Studies and Virtual Enterprise classroom in the spring of 2009.

9. Facilities, and Classroom Technology
Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? ☑ Yes ☐ No

If No was checked, complete and attach Facility Form (facilities.form) for each instructional space that does not meet the needs of this discipline/program:

10. Equipment
Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline? ☑ Yes ☐ No

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Price</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equipment Repair
Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? This does not include classroom specific equipment repair described in the facilities section. ☑ Yes ☐ No

If Yes was checked, provide the following information to justify a budget allotment request:

<table>
<thead>
<tr>
<th>Equipment requiring repair</th>
<th>Repair Cost / Annual maintenance cost</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Learning Outcomes Assessment Update.
List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level outcomes)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are in the process of developing Program Levels for the new Associate in Liberal Arts degree (business emphasis).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business 10, Course Learning Outcomes 4, 6, and 12.</td>
<td>We are currently developing common standards of assessment to be implemented in Spring 2009</td>
<td>Data will be reported in 2009 program review</td>
<td>To be determined</td>
</tr>
<tr>
<td>Business 35, Course Learning Outcomes 1, 4, and 9</td>
<td>We are currently developing common standards of assessment to be implemented in Spring 2009</td>
<td>Data will be reported in 2009 program review</td>
<td>To be determined</td>
</tr>
<tr>
<td>Business 34, Course</td>
<td>We are</td>
<td>Data will be reported in</td>
<td>To be determined</td>
</tr>
<tr>
<td>Learning Outcomes 1, 6, and 8</td>
<td>currently developing common standards of assessment to be implemented in Spring 2009</td>
<td>2009 program review</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
</tbody>
</table>

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

Several of our part-time faculty have played a driving role in moving towards standardized assessment of learning outcomes.
All Business 10 instructors will meet in January 2009 to synchronize the assessments in that course.

12. Curriculum Update

Identify curricular revisions and innovations undertaken

a. in the last year.
   Since the beginning of Fall 2007, the course outlines for Business 35, 52, 68, 69, and 152 have all been updated.
   We have worked with the Math department to develop a specialized algebra course (Math 194) focused on business and economics.
   Since the beginning of Fall 2007, distance education (online) proposals have been filed for Bus 1A, Bus 1B, Bus 10, and Bus 18.

b. planned for the coming year.
   In Spring 2009, Business will test a Virtual Enterprise variation of Bus 69.
   In Spring 2009, Business will create a new, more rigorous and more transferable AS degree.
   In Spring 2009, Business will file distance education proposals for Bus 35 and 52.
   In Spring 2009, Business will consider deactivating/discontinuing several low-demand courses that have not been offered recently (see below) and are not part of our core mission.

Complete the grid below. The course outline status report can be located at: http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline Last Updated</th>
<th>Year Next Update Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 10</td>
<td>2007</td>
<td>2012</td>
</tr>
<tr>
<td>Bus 18</td>
<td>2005</td>
<td>2010</td>
</tr>
<tr>
<td>Bus 180</td>
<td>2005</td>
<td>2010</td>
</tr>
<tr>
<td>Bus 1A</td>
<td>2005</td>
<td>2010</td>
</tr>
<tr>
<td>Bus 1B</td>
<td>2005</td>
<td>2010</td>
</tr>
<tr>
<td>Bus 34</td>
<td>2005</td>
<td>2010</td>
</tr>
<tr>
<td>Course</td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Bus 35</td>
<td>2007</td>
<td>2012</td>
</tr>
<tr>
<td>Bus 4</td>
<td>2005</td>
<td>2010</td>
</tr>
<tr>
<td>Bus 40</td>
<td>2008</td>
<td>2013</td>
</tr>
<tr>
<td>Bus 52</td>
<td>2007</td>
<td>2012</td>
</tr>
<tr>
<td>Bus 68</td>
<td>2007</td>
<td>2012</td>
</tr>
<tr>
<td>Bus 69</td>
<td>2007</td>
<td>2012</td>
</tr>
<tr>
<td>Bus 82L</td>
<td>2005</td>
<td>2010</td>
</tr>
<tr>
<td>Bus 94</td>
<td>2002</td>
<td>2009</td>
</tr>
<tr>
<td>Bus 122</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>Bus 152</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Bus 65</td>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>Bus 65L</td>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>Bus 81A</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>Bus 81B</td>
<td>2003</td>
<td></td>
</tr>
</tbody>
</table>

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

**Bus 65/65L:** Changes in technology have made it necessary to re-evaluate whether this course furthers our program level learning outcomes.

**Bus 81A/81B:** We currently have no full time faculty or subject matter experts in income tax preparation.

**Bus 122:** Not in the catalogue or /pubfolders/courseoutlines, course has already been officially discontinued.

**Bus 152:** Basic skills business English students are being channeled into English 350 and 150. More advanced business-specific communication skills are covered in Bus 52.

13. Communication

Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.

The current lines of communication are adequate. The division chair structure allows seamless communication between faculty and the VP of LSD on a weekly basis. It remains to be seen if the new dean structure can continue to support this current line of communication between faculty and the administration.


List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.

No action plans were submitted since our last review.

15. Goals and Plans

If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.

☐ QIP Attached
If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp).
ATTACHMENT 1: Request for Full-Time EKA ECON/BUS faculty.

Our primary needs for the position are to have a subject matter expert in Economics who can also teach Business classes and help the BUS program grow and innovate.

Economics and Business currently share a one-year temporary FT faculty. This appointment will expire at the end of Spring 2009. The temporary nature of this arrangement makes it difficult to know what the reference point is for many of the following questions. It is assumed that the AR 305 questions are asked to help prioritize hiring decisions beginning in Spring 2009 to start in Fall 2009. The questions are therefore answered relative to no continuation of the temporary position.

Criteria as per A.R. 305.03

**Ratio of FT to Associate Faculty:**
In Fall 2009, the ratio of FT to Associate Faculty will be 0% in Economics. Without hiring faculty in BUS/ECON, there will be no FT Economics faculty in the entire district. In the Fall 2008 semester, the ratio of FT to Associate Faculty in BUS 17.8:82.2. Both ratios are limiting our ability to offer enough courses to fill current demand – much less allow us to expand and innovate in our program.

**Current Availability of Associate Faculty:**
Current availability of associate faculty is severely limited.
- Between June 2005 and August 2008, there were no full-time faculty to task with recruiting part time Econ faculty. There was no one to review applications or serve as a subject matter expert to assess the minimum qualifications of unsolicited applications, much less actively recruit associate faculty.
- A Master’s degree in Economics is much rarer than a Master’s in other disciplines. There are approximately 72,000 MBAs or Business Ph.D.s awarded yearly in the US, including about 10-20 per year from HSU. There are about 33,000 degrees of Masters or higher awarded per year for all of the social sciences combined. (Council of Graduate Schools, Graduate Enrollment and Degrees 1997-2007.)
- The scarce supply of minimally qualified applicants is aggravated by the high level of employability in the private sector relative to the other social sciences. We have lost at least one Econ associate faculty to the private sector.

**Relation to Program Review Recommendations:**
Without full-time subject matter expert in Economics and greater support for the Business department
- There will be no one to carry forward the plan to remodel CR’s Economics courses to improve articulation with HSU outlined in program review.
- Without full-time faculty, there will be no ability to design SLO assessments or make use of any data gathered from any assessments that do happen.
- The one full-time faculty member in Business will be entirely occupied with the day-to-day operation of that department, with little ability to expand and innovate in that program.
- Likewise, the ability of the new Center for Entrepreneurial Studies to fully realize its potential will be severely impacted without further faculty support.
Effect on Diversity of Faculty:
Beginning Fall 2009, one of the ‘Big 5’ social sciences (Anthropology, Economics, Political Science, Psychology, Sociology) will be entirely unrepresented on campus. Intellectual/interdisciplinary diversity will thus be diminished.

Effect on Academic Offerings and Ability to Serve Students and Community
Due to scarce faculty resources, Economics 20 (American Economic History) has not been offered since Spring 2007. Without this course, students cannot complete the Liberal Arts Associate (business emphasis) degree.

If there is no full-time hire, the supply of Economics courses will be severely limited. This would
- Make it very difficult for CR students to complete the General Business A.S. or the General Business Certificate of Achievement.
- Adversely impact HSU students who take their economics at CR due to over-subscribed Econ 104 or 210 sections there through both lack of sections and lack of improved articulation.
- Inhibit community relations through decreased faculty presence at organizations such as the Prosperity Network and North Coast Schools to Careers Consortium.
- Limit CR’s ability to reach FTES targets. Economics was able to support 5 class per semester with an average enrollment of 40 students per class, over twice the current level of Economics FTES.

Effects on vitality and future direction of a program and/or the college
In addition to the effects listed above, the absence of a full-time instructor would
- Result in the direct loss of significant FTES from the current baseline
- Cause a shortfall in the President’s FTES target
- Indirectly harm FTES in Business courses, since students would not be able to complete their degree/certificate or fully prepare for transfer.
- Slow the development of the Center for Entrepreneurial Studies initiative

Effects on student learning
To briefly reiterate from the previous questions, a lack of full-time faculty risks the following negative effects on student learning.
- No active recruitment of Associate Faculty nor any ability to assess the qualifications of any Associate Faculty that fall in CR’s lap.
- No design of SLO assessments or application of that data.
- No improvement in articulation with HSU.
- Impaired completion of the Liberal Arts (business emphasis) or General Business Associate’s degrees, or the General Business certificate.
Quality Improvement Plan
Program: BUS – General Business
Year: 2008-2009

Recommendation 1
Recommendation: Work with colleagues and administration to open a full-time faculty position in BUS / ECON.
Planned Implementation Date: Immediate
Estimated Completion Date: Spring 2008 (with Fall 2008 as the target for hire).

Action/Tasks: The current policy for hiring new faculty would entail filing an intent and need statement and presenting our argument to the Academic Senate for review. This traditionally takes place in the fall prior to the hiring year. However, this process may change for the next hiring cycle.

Measure of Success/Desired Outcome: Hiring a highly qualified candidate for the BUS / ECON position.

Estimated Cost(s): Approximately $85,000 - $100,000 for a full-time, tenure track professor of Economics. However, the FTES that we can generate with this position will more than pay for itself. (See Economics Annual Update).

The opportunity cost of not hiring a full-time professor may result in a net loss far in excess of this initial investment due to:

- Failing to meet the current growing demand for business / economics courses.
- Failing to fully realize our potential future growth generated by the Center for Entrepreneurial Studies.

Who is Responsible: Chris Gaines

Consequences if not funded: Our ability to fully serve the needs of our current students will be drastically improved by the addition of another full-time faculty in BUS / ECON. The new position would add much needed support in the BUS discipline and allow us to offer a full load of ECON courses again. Without supporting this program with at least one additional full-time position, we will not be supporting our program’s purpose or the mission of the college. Our program will be at risk without this investment - and recommendations 2-6 would have to be reevaluated due to the risk of failing to deliver on our promise to the students in our program.

Recommendation 2
Recommendation: Aggressively recruit exceptional and qualified part-time faculty.
Planned Implementation Date: Immediate
**Estimated Completion Date:** Immediate and ongoing.

**Action/Tasks:** Collaborate with community partners to create a list of qualified and interested people to teach BUS courses in the future.

**Measure of Success/Desired Outcome:** A list of interested and qualified part-time faculty in excess of current course demand.

**Estimated Cost(s):** Break-even or better. This will be a profit center for CR.

**Who is Responsible:** Chris Gaines

**Consequences if not funded:** Inability to serve current and future demand for BUS classes.

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**Recommendation 3**

**Recommendation:** Revise current BUS Degree and Certificate programs with an emphasis on transferability and articulation.

**Planned Implementation Date:** Immediate

**Estimated Completion Date:** Spring 2008.

**Action/Tasks:** Complete a rough draft degree and certificate program and collaborate with counseling and HSU to finalize the new program.

**Measure of Success/Desired Outcome:** Curriculum Committee approval in Spring 2008.

**Estimated Cost(s):** No incremental cost.

**Who is Responsible:** Chris Gaines

**Consequences if not funded:** Prospective business transfer students will be harmed by inadequate preparation and articulation.

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**Recommendation 4**

**Recommendation:** Collaborate with local community, colleagues and IS advisory group to launch the Center for Entrepreneurial Studies.

**Planned Implementation Date:** Immediate

**Estimated Completion Date:** Spring 2008 (soft launch) - Fall 2008 (full launch)

**Action/Tasks:** Complete rough draft marketing plan and brand identity statement in Spring 2008. Create the Virtual Enterprise course outline and seek curriculum committee approval.

**Measure of Success/Desired Outcome:** Launch of CES in Fall 2008.

**Estimated Cost(s):** No incremental cost.

**Who is Responsible:** Chris Gaines
Consequences if not funded: Educational, enrollment, and economic development opportunities inherent in Center for Entrepreneurial Studies go untapped.

**Recommendation 5**

**Recommendation:** Collaborate with Virtual Enterprise partners (worldwide) to increase the network.

**Planned Implementation Date:** Immediate

**Estimated Completion Date:** Spring 2008 and ongoing

**Action/Tasks:** Collaborate with partners - including visit to Brooklyn to observe a model site and conference attendance in Spring 2008 and/or Fall 2008

**Measure of Success/Desired Outcome:** Increase in VE partners in 2008-2009 year.

**Estimated Cost(s):** Funded by either VTEA or Faculty Development funds. We anticipate an annual expenditure of approximately $5000 to support travel and associated expenses.

**Who is Responsible:** Chris Gaines and Chris Romero.

**Consequences if not funded:** Limitation on our goal to provide global business experiences for our students.

**Recommendation 6**

**Recommendation:** Continue seeking funding from VTEA grants and similar sources.

**Planned Implementation Date:** Immediate

**Estimated Completion Date:** Spring 2008 and ongoing


**Measure of Success/Desired Outcome:** VTEA funding approved for 2008-2009 year.

**Estimated Cost(s):** No incremental cost.

**Who is Responsible:** Chris Gaines

**Consequences if not funded:** Loss of VTEA funding.

**Recommendation 7**

**Recommendation:** Establish Advisory Committee to be shared with BT, CIS, and DM departments.
Planned Implementation Date: Immediate

Estimated Completion Date: Spring 2008 and ongoing

Action/Tasks: Establish guidelines, identify potential committee members, obtain administrative approval of committee members, and form agenda for meetings.


Estimated Cost(s): No incremental cost.

Who is Responsible: Chris Gaines, Chris Romero

Consequences if not funded: Not applicable.