

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
BUSINESS (which includes the rubrics BUSN, MKTG, INTN, and WRKX)	BEHAVIORAL SCIENCES, BUSINESS, AND ATHLECTICS (BSBA)	LISA WEAVER

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program’s findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The mission of the Business program is to provide exceptional learning experiences for a

diverse population of students pursuing varied educational and career goals. Our objective is to provide students with a superior educational experience while also providing a context for the content within which business operates. Our program serves individuals pursuing pre-professional transfer (legal field and CPA students), 4-year degree majors in several business and marketing fields, certificate-focused individuals, individuals seeking to improve their work skills, veterans, and mid-life individuals returning either starting the college career or returning to school after an extended hiatus.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

Offerings in the Business program support all LPC students. We offer courses which are vital to the life long success of students in all majors. Business majors are encouraged to balance their business studies with a wide breadth of knowledge developing for them a superior set of skills for their life's work endeavors. All Business programs provide the opportunity to complete a transfer degree, an AA, AS, or AS-T degree, complete a variety of certificates which are industry supported and offer skill improvement.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
BUSN 1A	TITLE V UPDATE
BUSN 1B	TITLE V UPDATE
BUSN 20	TITLE V UPDATE
BUSN 30	TITLE V UPDATE
BUSN 43	TITLE V UPDATE
BUSN 48	TITLE V UPDATE

BUSN 51A	TITLE V UPDATE
BUSN 52	TITLE V UPDATE
BUSN 53	TITLE V UPDATE
BUSN 55	TITLE V UPDATE
BUSN 65	TITLE V UPDATE
BUSN 77	TITLE V UPDATE
BUSN 88	TITLE V UPDATE
MKTG 50	TITLE V UPDATE
MKTG 56	TITLE V UPDATE
MKTG 60	TITLE V UPDATE
MKTG 61	TITLE V UPDATE
MKTG 63	TITLE V UPDATE
MKTG 64	TITLE V UPDATE
CERTIFICATES	ALL EXISTING CERTIFICATES WITHIN THE PROGRAM ARE SCHEDULED FOR UPDATES

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

<p>Cross discipline certificates in SPORTS MANAGEMENT and SPORTS MARKETING; WELDING ENTREPRENEURSHIP; KINESIOLOGY ENTREPRENEURSHIP; AUTOMOTIVE ENTREPRENEURSHIP; ADMINISTRATIVE ASSISTANT ENTREPRENEURSHIP, EARLY CHILDHOOD EDUCATION ENTREPRENEURSHIP; MUSIC INDUSTRY ENTREPRENEURSHIP; PHOTOGRAPHY ENTREPRENEURSHIP, and VISUAL COMMUNICATIONS ENTREPRENEURSHIP.</p> <p>Also solely within the Business Department certificates in (1) HUMAN RESOURCES MANAGEMENT, ECONOMIC DEVELOPMENT, and INTEGRATED MARKETING COMMUNICATIONS.</p> <p>New Courses within the Business Department -- Social Media in Business;</p>

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

<p>(1) The Retail Management Certificate will be revised to meet a state-wide initiative on the program. Also the certificate's focus will be expanded beyond the grocery industry and its vendors to include marketing initiatives to general retail (i.e. Paragon, Macy's, REI, etc.)</p>

- (2) Expanded cross-discipline certificates (see #2) to immediately enhance students' career opportunities and offer more initiative to complete an initial degree.
- (3) Community outreach will expand to reach individuals preparing to take the CPA exam and/or pursuing CPA renewals and needing business units to qualify.
- (4) See Question #2

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
22	22	22

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Any course offered during a semester is assessed and/or reassessed.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
DEGREES: 6 CERTIFICATES: 7	DEGREES: 6 CERTIFICATES: 7	2

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Both FT and PT faculty with the program discuss the data from the SLO assessments on a regular basis. These discussions have been informal and dynamic. The objectives of these discussions are to (1) determine if the SLOs are relevant and assessing the success indicators; (2) compare course sections; and (3) consider whether any changes in demographics are contributing to the assessment data. These discussions occur most frequently over coffee, lunch, or in casual meetings. It was the beliefs of FT faculty in AY 2011-2022 that it more important to engage PT in the SLO process and dialog than it was to formalize these conversations.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

Face-to-face assessments -- In determining the validity of the SLO assessments for face-to-face sections and whether the data gathered would be considered reliable moving forward we incorporated and considered any anecdotal evidence from the instructor regarding changes in demographics, changes in preparation for the courses, and feedback from classroom observations if available. We analyzed this data against the Institutional Researcher's data and across sections when possible. The most important take-aways from this process were the recognition (1) the importance of having consistency of instructors in a course over several semesters; (2) part-time instructors need to have a FT instructor as a mentor to insure that the focus of the course is consistent with the SLOs and course content; and (3) the importance of discussions within the discipline on how demographic changes impact learning styles, may create different dynamics among students, and may demand changes in pedagogy.

For DE courses -- Essentially the same process was used. As there are just a few online instructors in this Program those instructors held frequent conversations of best practices and challenges. Further most of the DE instructors reached out to peers at other institutions (Chabot, Diablo Valley College, Los Medanos, Napa, Solano, and others) to discuss results, planning, strategies, and best practices. In discussing DE assessment results the demographics of the classes were compared with F2F sections. Through the informal discussions many best practices which foster retention and success in DE courses were shared. Further we have a philosophy in our program that an individual may not take a course online until they have taught the class face to face at least once (preferably twice). The Innovation Center's course on online learning is of course required.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Completely. The assessments encourage us to look at the big picture. Our conversations allow us to quantify the needs from that picture. With the constantly changing demographic - specifically in age - and the changes to student objectives. Technology is a HUGE part of the current student populations' lives and the need for consistency another. For example: the need for an online survey capacity is needed in BUSN 18, BUSN 20, BUSN 30, BUSN 40 and MKTG 50. In BUSN 30 the exceptionally library embedded efforts need to be expanded to BUSN 18. In BUSN 88 the increase in retention points to the consistency in instruction. The course is a testimony to the importance in keeping instructors in the same course (given their interest, expertise, and commitment) and providing the resources needed.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

As we believe our process is yielding very beneficial results to students and faculty, in AY 2014-2015 we will continue in the same vein. All offered courses will be assessed and/or reassessed. Data will be analyzed and discussed within informal settings; best practices will be discussed; and strategies to improve success and retention will be the focus.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

As indicated previously we were not aware that further "evidence" would be needed to verify that our actions and discussions occurred. However, the extent of involvement in this subject could certainly be testified to through the publications and presentations of two adjuncts Caroline Doran and Julie Stein and the involvement of Lisa Weaver is on the state-wide board for the Retail Management Certificate and as a C-ID reviewer. During these meetings, student data, success rates, presentation options is a continuous subject of discussion. If specific evidence is required beyond the above, copies of the papers presented, attendance at various conferences, local chambers of commerce, advisory board discussions, and conversations with regional peers could be produced.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

In comparing the Business Program data to college-wide data it was concluded that the student population within the program is reflective of the college. After consulting with chambers of commerce, local employment associations, business groups, our advisory boards, and peers at comparable colleges we believe this is reflective of the needs within the business community. The increase in retention and success in DE courses is reflective of our commitment to sharing best practices, implementing changes with a research philosophy, and providing feedback and other industry resources which may be beneficial. While it would be helpful to have more outreach in a variety of areas and add additional resources for students the lack of financial and human resources restrict what can be offered and supported.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

Strongly supported. In looking at student data improving success and retention hinges on time (including additional FT faculty and/or reassigned time for FT faculty to support the initiatives if FT faculty are not added), technology through instructional equipment, and resources through grant funding.

2. Enrollment Management (Instructional programs only)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

14.95 FTEF

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

In AY 2011-2012 the combined rubrics (BUSN, MKTG, INTN, and WRKX) had 15.32 FTEF.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

The course offering goals for the Business program in 2014-2015 and forward are to insure that the AS-T courses are adequately scheduled to fulfill the student populations; insure a consistency of course offerings for certificates; and to solidify enrollments in all offerings.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
15.32	6.35	41.45%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of	Number	Shared? With whom?	No. of	No. of
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Personnel		If shared, state % of time assigned to the program	hrs/wk	mo/yr
full-time classified staff*	0	n/a	n/a	n/a
	0	n/a	n/a	n/a
	0	n/a	n/a	n/a
regular hourly classified staff**	0	n/a	n/a	n/a
student assistants	0	n/a	n/a	n/a

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO **XX**

If No, briefly describe. Provide any data which support these needs.

To improve student success and retention additional FT faculty is essential. In looking at student data the improvement thus far in success and retention has hinged on consistency of faculty in certain courses and their dedication to working with the data. In FT faculty cannot be added then reassigned time for existing FT faculty to support the initiatives and work with PT faculty to achieve the goals.

3. Are there Staff Development needs for the academic year 2014-15?

YES **XX** NO

If yes, elaborate. Provide any data which support these needs.

(1) An additional FT faculty member is desperately needed to improve student success and retention. In looking at student data improving success and retention hinges on available time to incorporate identified strategies, technology
 (2) To support the large lecture classes an assistant is desperately needed. It is possible that a student assistant could be used to handle process details freeing the instructor up to handle the extensive review of written assignments. The large lecture class currently in BUSN 40 Introduction to Business with 105 students. The writing component is significant. As we expand a large lecture to BUSN 18 Business Law it will be essential to manage the heavy writing component required by CSU/UC. In BUSN 30 the writing component is also large and support is critical.

F. Technological Resources

Are there any new technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES **XX** NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

(1) Subscriptions to web-based technology for in class surveying and student participation is needed to reach the changing demographic. The hard-wired clickers available through the Innovation Center while sufficient for smaller classes they are insufficient for classes larger than 40. Further the time required in class to distribute and collect reduces the time available for teaching. If an assistant were available this restriction could be worked around.

(2) For the QuickBooks course (which is full every semester) new software must be secured every two years at a minimum.

G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES **XX** NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

LIBRARY RESOURCES: For the BUSN40, BUSN18, BUSN30, BUSN88, MKTG50, and MKTG60 courses (1) subscriptions to PLOL.org, LexisNexis, the Wall Street Journal online, NYTimes online, and USAToday online are needed. Chabot already has these resources but they are not available to LPC students. (2) Additional up-to-date streaming media is needed for all of the above courses as well as BUSN56, BUSN 52, BUSN 48, MKTG64, and MKTG 61

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO **XX**

If yes, please briefly describe amount and general uses.

There has not been budget money available to the program for several semesters. FT and PT faculty are paying for needed subscriptions, technology, and classroom resources out of their own funds.

2. Are there any new financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES **XX** NO

If yes, briefly describe. Provide any data which support these needs.

The Business Speaker series has been quite successful and we wish to continue it. The costs of continuing this program include compensating the PT faculty members involved, printing of flyers, and the appreciation items given to the speakers. It would be appropriate to note here that all speakers do so without compensation, have offered to personally mentor a number of our students, and have offered paid internships.

LPC Shark Tank is another initiative that was rolled out in AY2013-2014. At this time we are able to offer it through community benefactors. It is uncertain whether that outside funding will continue.

ALSO SEE ALL ITEMS ABOVE.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

There is significant interest from industry to provide a full range of courses both online and in the evening. Given the limit on FTEF and significant struggles to find qualified staff we are doing the best possible to accommodate those needs. With the demands of AB1440 and subsequent legislation resources have been allocated to meet those needs which include the AS-T degree and TMC. Curriculum changes in any of our certificates have a ripple effect across other certificates and disciplines. As other disciplines are facing the similar time and budget restrictions the updates to certificates has been delayed.

We continue to attempt to educate non-CTE faculty on the extreme value of the business curriculum to their students. This causes an exceptionally high level of frustration due to the demeaning comments heard frequently from other faculty. It has also become a topic of embarrassment and frustration when meeting with industry groups, advisory committees, and associations as they cannot understand that the Business program is not considered more vital.

We hear frequently from non-business major students taking Introduction to Business, Business Law, and Introduction to Marketing that these courses are so beneficial that they should be mandatory for all college students.

Finally from external data -- national studies and studies by foundations such as the Gates Foundation, Work/Family Initiative (founded by Gates and Packard), the Department of Education, the Department of Labor, the Kauffman Foundation, the

Blackstone Entrepreneurship Initiative, and a plethora of others, our objectives are supported and endorsed. Further we are pleased to be recognized as a school that repeatedly has a high percentage of our applicants accepted by UC Berkeley's Haas School of Business. In the past academic year we had more students accepted than did Chabot or Diablo Valley College.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

The objectives accomplished include (1) expanding the interdisciplinary ties with LPCs other clusters; (2) expand the WAFC type relationship to other high growth industries; (3) continue the existing business relationships with Safeway, Raley's, SaveMart, AAA, Shea Homes, Valley Care Medical Center, Alameda Automotive Dealers Association, and Lawrence Livermore National Lab; and developed relevant educational opportunities for individuals facing industry or job class elimination.

We also (1) developed strategies to increase the internship and work experience enrollments; (2) continued working with the tri-valley educational collaborative and the 9-12 faculty; (3) created additional courses focused on entrepreneurship and small business; and (4) implemented regular encounters with LPC counseling and career services. While we completed these goals budget cuts impeded their continued work. For #1 FTEF was reduced and the availability of spots in both programs were significantly reduced; #2 there was not funding for the part time representative to continue attending and working on this initiative; #3 a series of classes were written and brought to curriculum but have not been offered due to FTEF reductions and the emphasis on transfer model curriculum and certificate completions; and #4 consistent shifts in supervision in the counseling area has made a regular attendance at their meetings difficult to achieve. Instead we have focused on one-to-one communications with counselors and e-mail communications to counseling, DSPS, and EOPS. Additionally the adjunct faculty member instrumental in creating and subsequently the LaPTechS program expressed that she was no longer interested in continuing as the lead for that program. There was no interest from other adjunct faculty in taking over that assignment.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

While we feel we achieved all of the goals set (see above) we also feel that some of the goals while work was done toward them FTEF and budget cuts impeded their

implementation.

C. What are the objectives for the academic year 2014-15?

*(Summarize **briefly** the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)*

Our objectives for AY 2014-2015 focus in two primary areas - first Curriculum and second staffing. #1. We have a large number of courses which require curriculum updates. #2 New Certificates will be completed within the program and cross-programs. #3 Existing certificates will be updated. #4 Program and CTE web pages will be updated and expanded. #5 Print media will be updated to provide needed collateral for counseling, outreach efforts, and students.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

All programs are suffering the impact of budget cuts and the reallocation of funds to administrative areas. Without the resources to maintain the business program at its current level (at the very minimum) we will lose students to Chabot and surrounding institutions. At this time we are pulling students into our program as our success rates and transfer rates are higher than surrounding areas. However, without the ability to keep our programs viable and offer the high quality of instruction in all areas students in the business programs will be catastrophically damaged. Because of FTEF reductions and the change of emphasis on degree and certificate completions, the Internship offerings have been eliminated, the work experience offerings reduced, and the evening and online sections cannot be expanded. All of these directly impact our students.

Continue to the next page to complete the form.

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IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	CURRICULUM COURSE UPDATES	Click here to enter text.		LOCAL, REGIONAL AND STATE APPROVAL	OTHER	REASSIGNED TIME	CURRICULUM
2	1	NEW CERTIFICATES	Click here to enter text.		LOCAL, REGIONAL AND STATE APPROVAL	OTHER	REASSIGNED TIME	CURRICULUM
3	1	EXISTING CERTIFICATE UPDATES	Click here to enter text.		LOCAL, REGIONAL, AND STATE APPROVAL	OTHER	REASSIGNED TIME	CURRICULUM
4	2	UPDATE WEB PAGES	Click here to enter text.		TRAFFIC TO SITE AND REDUCTION IN E-MAIL INQUIRIES	TECHNOLOGY	REASSIGNED TIME	N/A
5	3	UPDATED PRINT MATERIAL	Click here to enter text.		QUICK RESPONSE TO STUDENT	OTHER	REASSIGNED TIME	N/A

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					AND COUNSELING QUESTIONS; PROMOTION OF PROGRAM AT MEETINGS			
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*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.