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2018 - 2019 Business Administration / Accounting / Marketing CHC Instructional Annual Plan 2018-2019
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Planning Participants :
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Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

Updating this Question is <u>Optional</u> on the Annual Plan!
a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**
The Mission Statement of Crafton Hills College
The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

Mission Statement for the Business Program

Crafton Hills College Business Department mission is twofold: we are committed to educating and developing leaders and builders of enterprises who create value for their stakeholders and society at large; we accomplish this through our AA, AS-T, Certifications, and Non-Credit Programs.

Mission Alignment

The Business Program's mission is to contribute to the achievement of the college's mission and vision by advancing the education and success of students in a quality learning environment by creating leaders who can build enterprises that create value for stakeholders and society. The Business Program provides students with professional business competencies that enable them to successfully achieve their educational goals and enable them to participate in the business community successfully. Courses in the Business Program fulfill transfer requirements, as well as prepare students to major in a variety of business-related fields once they attend a four-year institution. The Business Program provides education to students on different types of businesses to achieve educational, career, and personal success through the diverse campus community and classes.

The Business Program, Current

The Business Program, as it presently exists, offers a basic curriculum of accounting, business administration, and marketing courses that are designed to introduce and develop the foundational business concepts required of business students to transfer to four-year colleges or help current and future business owners. The classes offered are updated to fulfill the needs of the business community in the Inland Empire. The Business Program has various clubs to help achieve student success such as Phi Beta Lambda.

2. Description of Program

Updating this Question is <u>Optional</u> on the Annual Plan!

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item**: Describe how your curriculum is up-to-date and Needs-Based. Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item**: Attach your scheduling matrix to show when courses in your area are offered. Click here for sample!

A. Organization:

The Business Program is one component of the Business, Information Technology, and Economics Department, and includes the disciplines of Accounting, Business Administration, and Marketing. The Department reports to the Dean of Social, Information, and Natural Sciences Division. The Business Program has one full-time professor and many adjunct faculty who provide instruction in the following academic course disciplines in business:

• Accounting
• Business Administration
• Marketing
• Business Law
• Management

• Retail Management
• Human Resources

B. Activities in Addition to Instruction Provided:
The mission of the Business Program is to provide students with professional business competencies, enabling them to achieve their educational and life-long goals, and enable them to participate successfully in the business community, both as business professionals and as consumers. The competencies include accounting, business administration, marketing, business law, economics, finance, critical thinking, and computer skills.

C. Alternative Modes of Instructions:
The Business Program offers the following degrees and certificates in person or through distance education -
1. Business Administration AS-T
2. Business Administration AS
3. Business Management Certificate
4. Retail Management Certificate

The business program also provides a schedule of classes that can be taken at night and during the day to meet student needs. As of 2016, there are articulation agreements for applicable businesses courses with Yucaipa School District, Redlands Unified School District, and San Bernardino School District.

D. The Curriculum is Needs Base
All business courses abide by the minimum six-year revision requirements. However, given the rapidly changing nature of the business environment, a number of the classes have been updated more frequently to meet current industry standards and to achieve student learning outcomes. The curriculum for the business courses has included non-credit courses to help students with basic skills. In 2017, the curriculum for the business department has been updated to allow for degrees and certificates to be available as distant education courses.

E. Scheduling Matrix
Please see attachment

3. External Factors with Significant Impact

Updating this Question is <u>Optional</u> on the Annual Plan!
What external factors have a significant impact on your program? Please include the following as appropriate:
a. Budgetary constraints or opportunities
b. Competition from other institutions
c. Requirements of four-year institutions
d. Requirements imposed by regulations, policies, standards, and other mandates
e. Job market
    i) Requirements of prospective employers
    ii) Developments in the field (both current and future)

The two relevant external factors that impact the business program is the budgetary constraints and the current job market.

Budgetary Constraints
In 2016, a full-time business faculty member was hired. This was the first full-time faculty member at the college in several years. The program focused on having a full-time faculty member focused on transferable degrees by offering classes that lead to AA or AS degrees. Before having the full-time faculty member, the program offered mostly transfer

courses, rather than outside degree or certificate courses within the Business Program. Courses in the fields of Human Resources and Retail Management have been recently offered for the first time in 2016 and 2017.

Job Market

As of December 2017, the employment rate in San Bernardino County is at an all-time low with a labor force of 967,700 people, with 926,800 individuals employed in the labor force, thus leaving the unemployment rate at 3.9 percent. The labor force is expected to grow to 1,646,600 by 2024. The current occupations with the fastest job growth in San Bernardino County are construction trade with 33,300 jobs. The growth of logistics, business services, hospitality, and retail trade, is expected to grow over 100,000 jobs by 2024. Office Clerks, general managers, bookkeeping, accounting, and auditing clerks at the associate and certificate level is expected to increase by over 12,000 jobs by 2024. Operation managers jobs are expected to grow over 10,000 jobs but require a bachelor's degree. The current job market in San Bernandio county is growing, but a lack of budget does not allow for the business program to capture the current job market upward trends.

The current regional gap in business administration and accounting associate level degrees is 827. There is a gap of 1,500 for certificate programs in business. There is a growing demand for education by prospective employers in San Bernardino County, and by 2024, the gap of the educated workforce will grow. The developments in the field of business expect employees to work and manage diverse workforces and understand the role of increased automation.

Overview

With the current budget constraints on the business program at Crafton College, it will be difficult for the program to serve the needs of the community with an upward trend of employment in the county. The current gap between associate level degrees and certificate programs in business will grow without an increase marketing plan to capture students that do not know about the current programs that Crafton has to offer.

4. Progress on Outcomes Assessment (Annual Question)

Updating this Question is <u>Required</u> on the Annual Plan!

Refer to the [SLO Cloud](#) to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

a. Please summarize **course SLO assessment results**. Include a discussion of whether or not the program met its target for each course SLO.

b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s).

c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

The current Program Level Outcomes for the Business classes -
1. Present and discuss contemporary business principles, practices, and organizations
2. Discuss economic, political and ethical issues and their impact upon business policies and practices
3. Explain and apply basic accounting principles
4. Effectively explain and apply marketing principles pertaining to promotion, advertising, public relations, and personal selling
5. Describe and apply the economic concepts of supply and demand, competition, and product differentiation and their role in the free market

6. Explain and apply the basic concepts of management and leadership
7. Effectively explain the various concepts of human resource management including employee training, motivations, compensations, and labor relations

Results - The current results don't yield data that can be acceptable. In the last three years, only sections reported data on the PLO assessment results are coming from the full-time faculty. Though in those class the faculty member is meeting the set goals.

Instructional improvements that were applied to faculty resulted in many of the adjunct faculty that received training not to teach in the academic period. The result was five additional adjunct faculty to be hired and onboard.

The action step is to train and work with faculty to report data on the PLO assessment results. The training would provide all faculty with mapping of the SLO and a training video. Also, there will be a meeting in place to enter SLO's in the cloud.

The current Program Level Outcomes for the Marketing Classes -

Demonstrate the ability to explain and apply marketing principles about promotion, advertising, public relations, and personal selling. Demonstrate the ability to explain and apply marketing principles pertaining to promotion, advertising, public relations, and personal selling

1. Demonstrate the ability to explain the major legislative acts and issues in ethics and social responsibility as they pertain to marketing and advertising
2. Demonstrate the ability to explain the various trade alliance and market mechanisms affecting global marketing
3. Demonstrate the ability to explain and apply the various types and sources of marketing research, product research, and media research information
4. Demonstrate the ability to explain the functions of the operating and merchandising divisions within a retailing operation

Results - There was one recorded data was recorded and it met the goal of the organization. Instructional improvements are to work with adjunct faculty in the future to provide data on the PLO assessment results. With the addition of AA in marketing being added to Crafton Hills College, the SLOs will be updated and mapped through our entire program.

The action step is to train and work with faculty to report data on the PLO assessment results. The training would provide all faculty with mapping of the SLO and a training video. Also, there will be a meeting in place to enter SLO's in the cloud.

The current Program Level Outcomes for the Accounting Classes -

Results - The current results don't yield data that can be acceptable. In the last three years, only sections reported data on the PLO assessment results are coming from the full-time faculty and one adjunct faculty. Though in those classes that reported it met the set goals.

Instructional improvements that were applied to faculty resulted in many of the adjunct faculty that received training not to teach in the academic period. The result was additional adjunct faculty to be hired and onboard.

The action step is to train and work with faculty to report data on the PLO assessment results. The training would provide all faculty with mapping of the SLO and a training video. Also, there will be a meeting in place to enter SLO's in the cloud.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is <u>Required</u> on the Annual Plan!

Please discuss your program's performance on each data item below.
a. Instructional Program Health Evaluation Rubric
i) **Rubric Item**: Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a Course Completion Rate target and provide an explanation for the target that has been set. **Click HERE to access your program specific data.**
ii) **Rubric Item**: Use OIERP data to set a Course Success Rate target and provide an explanation for the target that has been set. **Click HERE to access your program specific data.**
iii) **Rubric Item**: What is your FT/PT Faculty Ratio, how is it impacting your program, and student success? **Click HERE to access your program specific data.**
iv) **Rubric Item**: Use OIERP data to set a WSCH/FTEF Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Click HERE to access your program specific data.**
v) **Rubric Item**: The Fill rate target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. **Click HERE to access your program specific data.**

1. **Completion Rate** - The 2017-2018 course retention rate for Accounting/Business/Marketing is 89.4%. The Crafton completion rate target is 88%, which indicates that Accounting/Business/Marketing is performing at the college target. The target for our program is 90%, in line with the college target.
2. **Success Rate** - The 2017-2018 success rate for the Accounting/Business/Marketing discipline is currently at 70.5%. The Crafton success rate target is 73.4%, which indicates that Accounting/Business/Marketing is performing slightly below the college target. Our target is 73%, in line with the college target.
3. **Full-Time/Part-Time Faculty Ratio** - The 2016-2017 full-time/part-time faculty ratio for Accounting/Business/Marketing is 23.9%. This is significantly lower than the target of 66%. To meet our target, an additional full-time faculty member has been hired, but at this point does not meet the needs of the college. (Does not meet target)
4. **WSCH/FTEF Ratio** - The 2016-2017 WSCH/FTEF ratio for Accounting is 451, Business 513 and, Marketing 490. Our target is 525 (which equates to having 35 students in a 3-unit course with a 0.20 load factor).
5. **Fill Rate** - The 2016-2017 fill rate for Accounting is 69.8%, Business 67.3%, Marketing 57.8%. The average fill rate for the program is lower than the target of 80% because we increased our caps in our classes from in some cases 35 students to 55 students. The increased cap has allowed us to run classes with an increased amount of students without having long waitlists. The fill rate went down, but the WSCH/FTEF Ratio has increased because of the change.

6. Other Unit-Specific Quantitative and Qualitative Results
Updating this Question is Optional on the Annual Plan!
a. **Rubric Item**: How do your program student demographics relate to the college demographics? What are the discrepancies? – Click HERE to view program and college demographics by year.
b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience,

student clubs, etc.) Click HERE to access your program specific data on degrees and certificates.
c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

A. Student Demographics

Business Program Student Demographics: The student demographics in the business program relate to the college is almost identically.

Discrepancies: Currently, there are no discrepancies with the student demographics in the business program and college. A statistical analysis indicates a small difference in the student age of students in the business program compared to the college. The analysis shows a slight increase of older students in the business program compared to the college, but it is not statistically meaningful.

B. Summarize Results

In 2016-2017 there were 56 degrees and certificates awarded in the business program. There were 52 awards of the Business AS-T and 0 AA degrees granted.

C. Improvements

The business program will plan to work with students using college as a pathway to four-year universities. Currently, the trend of students obtaining an AS-T degree and transferring to a four-year university has increased. The certificate programs will need to be updated, and new certificates will be created to accompany the AS-T degree.

7. Evaluation

Updating this Question is <u>Optional</u> on the Annual Plan!

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

A. Alternative Modes and Schedules

The business program has provided a great deal of different online, hybrid, early morning, and evening classes. One of the ways the business program can look to provide alternative modes is to provide hybrid classes that have shorter durations.

B. Partnerships

There have been a lot of different partnerships with school districts and universities. This is a continued focus to work as a pathway to higher education and provide students an opportunity to reach their educational goals by providing different pathways. The partnerships with local businesses are currently being developed with the strong workforce grant. The strong workforce grant provides a business incubator in the city hall of Yucaipa. Currently, the business faculty is working with the college to provide a non-credit financial literacy class for all students at the college. This can provide an opportunity to have students take business classes.

C. Innovation and Implementation of Best Practices

Currently, there are no quality assessment plans of class material. The business program is looking to develop a partnership of best practices with Quality Matters to provide the opportunity for faculty to offer approved online Quality Matter classes.

D. Efficiency in Resources/Staffing

The business program has one full-time faculty member and has 576 students.

E. Participation in Shared Governance

With one full-time faculty member and different adjuncts, the staff participates effectively in the planning and decision making of the program.

8. Vision

Updating this Question is <u>Optional</u> on the Annual Plan!

a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance and align with the vision of the college?**

A. Business Program Vision

The business program's vision is to grow to four hundred full-time students to 1,000 full-time students and increase non-credit course offers through the business incubator, and create new AA and AS-T degrees with certifications in construction management, accounting, marketing and real estate.

B. Alignment with the College Vision

Crafton Hills College Vision

The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.

Bussiness Program Vision

Developing students in deep learning, personal growth, supportive community and in a collegiate setting that will transform the world from the very center of business.

Alignment

The alignment with the college's vision statement and the business program vision is to increase the deep learning of business to allow students to grow in their chosen careers personally. The college and program want to be a supportive community to enhance learning for different student needs. The business program is creating business incubator with the city of Yucaipa to provide training and education for the community and current, future, and alumni students. The collegiate setting is an essential factor in the business program with different clubs and activites. The business program vision is an extension of the college's vision statement.

9. Progress on Prior Goals

Updating this Question is <u>Required</u> on the Annual Plan!

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Create a Construction Management AA and AS-T degree and Certification for traditional students and online students.**
  Priority Rank:
  1

- **2 - Goal - Create an Accounting AA and AS-T degree and Certification for traditional students and online students.**
Priority Rank:
2
- **3 - Goal - Create a Real Estate AA and AS-T degree and Certification for traditional students and online students.**
Priority Rank:
3
- **4 - Goal - Increase student success in our program.**
Priority Rank:
9
Objectives:
  - **4.1 - Objective - Provide relevant, appropriate, and innovative classroom learning experiences**
Priority Rank:
5
Original Start Date:
01/01/2015
Original End Date:
07/01/2017
Revised Start Date:
01/01/2015
Revised End Date:
07/01/2017
Responsible Person:
Business faculty members
Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --
Actions/Activities:
    - **4.1.a1 - Add Quality Matters to Courses**
Measuring businesses coures to QM's five Rubrics that are comprised of General and Specific Review Standards, allowing for complete course review. The Standards are research-supported and based on published best practices. QM Rubrics are an essential part of creating, certifying and maintaining quality course design.
Start Date:
08/01/2018
Responsible Person:
Kenneth George
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:

Requested funds
Measurements/Documentation of Progress:
Requested funds
- **4.2 - Objective - Provide relevant, appropriate, and innovative learning experiences outside the classroom**
Priority Rank:
6
Original Start Date:
01/01/2015
Original End Date:
07/01/2017
Revised Start Date:
01/01/2015
Revised End Date:
07/01/2017
Responsible Person:
Full-time business faculty member
Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --
Actions/Activities:
  - **4.2.a1 - Support the activities of the business student club**
    Business Club
    Start Date:
    01/01/2018
    End Date:
    01/01/2019
    Responsible Person:
    Kenneth George
    Status Code:
    Work is Underway
    Progress Description:
    Requested funds
    Measurements/Documentation of Progress:
    Requested funds
- **4.3 - Objective - Improve the transfer rate of business students.**
Priority Rank:
3
Original Start Date:
01/01/2015
Original End Date:
07/01/2016
Revised Start Date:

01/01/2015
Revised End Date:
07/01/2016
Responsible Person:
Business faculty members
Strategic Direction:
1. Promote Student Success
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --
Actions/Activities:
- ▪ **4.3.a1 - Establish clear transfer pathways**
  Status Code:
  Work is Underway
  Progress Description:
  Started talks with adult high schools in the area to offer courses.
  Measurements/Documentation of Progress:
  N/A

- **5 - Goal - Provide a premiere business program that serves the education and training needs of the Inland Empire.**
  Priority Rank:
  4
  Objectives:
  - ○ **5.1 - Objective - Provide transfer and workforce relevant business administration/accounting/marketing courses, degrees, and certificates.**
    Priority Rank:
    4
    Original Start Date:
    01/01/2015
    Original End Date:
    06/01/2017
    Revised Start Date:
    01/01/2015
    Revised End Date:
    06/01/2017
    Responsible Person:
    Full-time business faculty member
    Strategic Direction:
    1. Promote Student Success
    Impact Type:
    Department
    Institutional Learning Outcome:
    -- Pick One --
    Actions/Activities:
    - ▪ **5.1.a1 - Workforce readiness certificate program**

Find a pathway partnership with the workforce readiness certificate program.
Start Date:
01/01/2017
Status Code:
Work is Completed
Progress Description:
N/A
Measurements/Documentation of Progress:
It has been completed

- **5.2 - Objective - Provide student internship or work experience opportunities in business**
Priority Rank:
7
Original Start Date:
02/01/2015
Original End Date:
03/01/2017
Revised Start Date:
02/01/2015
Revised End Date:
03/01/2017
Responsible Person:
Full-time business faculty member
Strategic Direction:
1. Promote Student Success
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --
Actions/Activities:
  - **5.2.a1 - Continue to offer the Volunteer Income Tax Assistance (VITA) program at the college**
Create an Enrolled Agent certification for the VITA program.
Start Date:
02/01/2018
End Date:
01/01/2019
Responsible Person:
Kenneth George
Status Code:
Work is Underway
Progress Description:
Requested funds
Measurements/Documentation of Progress:
Requested funds

- **5.3 - Objective - Build workforce development training and non-credit instruction to meet educational and training needs of students**
  Priority Rank:
  1
  Original Start Date:
  07/01/2015
  Original End Date:
  06/01/2017
  Revised Start Date:
  07/01/2015
  Revised End Date:
  06/01/2017
  Responsible Person:
  Full-time business faculty member
  Strategic Direction:
  4. Expand Access
  Impact Type:
  Department
  Institutional Learning Outcome:
  -- Pick One --
  Actions/Activities:
    - **5.3.a1 - Develop a plan for the business program appropriate for inclusion the college's CareerTechnical Education plan as required by Perkins IV**
      Status Code:
      Work is Planned but not yet firmly scheduled
      Progress Description:
      n.a
      Measurements/Documentation of Progress:
      N/A
    - **5.3.a2 - Business Incubator Partnership with City of Yucaipa**
      Currently working with strong force grant to create a business incubator partnership with city of Yucaipa.

      Start Date:
      01/01/2018
      End Date:
      12/31/2019
      Responsible Person:
      Heather Barger
      Status Code:
      Work is Underway
      Progress Description:
      N/A
      Measurements/Documentation of Progress:
      Requested funds through the strong work force grant

- o **5.4 - Objective - Increase online and hybrid course offerings**
  Priority Rank:
  2
  Original Start Date:
  02/02/2015
  Original End Date:
  07/01/2017
  Revised Start Date:
  02/02/2015
  Revised End Date:
  07/01/2017
  Responsible Person:
  Business faculty members
  Strategic Direction:
  4. Expand Access
  Impact Type:
  Department
  Institutional Learning Outcome:
  -- Pick One --
  Status Code:
  Work is Completed
  Progress Description:
  NA

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is <u>Required</u> on the Annual Plan!
Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (<u>goal rubric</u>) and objectives (<u>objective rubric</u>) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of <u>goals</u>, <u>objectives</u>, <u>actions</u>, and how they work <u>together</u>.)

- **1 - Goal - Create a Construction Management AA degree and certification for traditional students and online students.**
  Priority Rank:
  1
- **2 - Goal - Create an Accounting AA degree and Certification for traditional students and online students.**
  Priority Rank:
  2
- **3 - Goal - Create a Real Estate AA degree and certification for traditional students and online students.**
  Priority Rank:
  3

- **4 - Goal - Increase student success in our program.**
  Priority Rank:
  9
  Objectives:
  - o **4.1 - Objective - Provide relevant, appropriate, and innovative classroom learning experiences**
    Priority Rank:
    5
    Start Date:
    01/01/2015
    End Date:
    07/01/2017
    Responsible Person:
    Business faculty members
    Strategic Direction:
    3. Develop Teaching and Learning Practices
    Impact Type:
    Department
    Institutional Learning Outcome:
    Not Applicable
    Resource Requests:
    - ▪ **4.1.r1 - Coursearc**
      Description
      CourseArc is a digital content creation tool that enables easy creation of engaging, interactive, accessible and affordable online courses.
      Rationale
      It would provide interactive courses and 10 faculty members can use it.
      Resource Type:
      Ongoing
      Expenditure Category:
      Contract Classroom Inst. (1100)
      First Year Cost/Savings:
      $1,500.00/$0.00
      Second Year Cost/Savings:
      $1,500.00/$0.00
      Third Year Cost/Savings:
      $1,500.00/$0.00
    Actions/Activities:
    - ▪ **4.1.a1 - Add Quality Matters to Courses**
      Measuring businesses coures to QM's five Rubrics that are comprised of General and Specific Review Standards, allowing for complete course review. The Standards are research-supported and based on published best practices. QM Rubrics are an essential part of creating, certifying and maintaining quality course design.
      Start Date:
      08/01/2018

Responsible Person:
Kenneth George
- o **4.2 - Objective - Provide relevant, appropriate, and innovative learning experiences outside the classroom**
  Priority Rank:
  6
  Start Date:
  01/01/2015
  End Date:
  07/01/2017
  Responsible Person:
  Full-time business faculty member
  Strategic Direction:
  3. Develop Teaching and Learning Practices
  Impact Type:
  Department
  Institutional Learning Outcome:
  Not Applicable
  Actions/Activities:
    - ▪ **4.2.a1 - Support the activities of the business student club**
      Business Club
      Start Date:
      01/01/2018
      End Date:
      01/01/2019
      Responsible Person:
      Kenneth George
    - ▪ **4.2.a2 - Business**
      We have started and running the business club. It has been successful. We can use the money for dues because that decreases our enrollment.
      Responsible Person:
      Kenneth George
- o **4.3 - Objective - Improve the transfer rate of business students.**
  Priority Rank:
  3
  Start Date:
  01/01/2015
  End Date:
  07/01/2016
  Responsible Person:
  Business faculty members
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Department
  Institutional Learning Outcome:

Not Applicable
Resource Requests:
- **4.3.r1 - Funds**
  Description
  Need to pay business club dues
  Rationale
  Students have a hard time to pay for club dues.
  Resource Type:
  Ongoing
  Expenditure Category:
  Contract Classroom Inst. (1100)
  First Year Cost/Savings:
  $500.00/$0.00

Actions/Activities:
- **4.3.a1 - Establish clear transfer pathways**
- **4.3.a2 - Adult School - Redlands**
  We have started the talks to offer classes at the adult school in Redlands.
  Responsible Person:
  Kenneth George

- **5 - Goal - Provide a premiere business program that serves the education and training needs of the Inland Empire.**
  Priority Rank:
  4
  Objectives:
  - **5.1 - Objective - Build workforce development training and non-credit instruction to meet educational and training needs of students**
    Priority Rank:
    1
    Start Date:
    07/01/2015
    End Date:
    06/01/2017
    Responsible Person:
    Full-time business faculty member
    Strategic Direction:
    4. Expand Access
    Impact Type:
    Department
    Institutional Learning Outcome:
    Not Applicable
    Actions/Activities:
    - **5.1.a1 - Develop a plan for the business program appropriate for inclusion the college's CareerTechnical Education plan as required by Perkins IV**
    - **5.1.a2 - Business Incubator Partnership with City of Yucaipa**

Currently working with strong force grant to create a business incubator partnership with city of Yucaipa.

Start Date:
01/01/2018
End Date:
12/31/2019
Responsible Person:
Heather Barger

- o **5.2 - Objective - Increase online and hybrid course offerings**
Priority Rank:
2
Start Date:
02/02/2015
End Date:
07/01/2017
Responsible Person:
Business faculty members
Strategic Direction:
4. Expand Access
Impact Type:
Department
Institutional Learning Outcome:
Not Applicable

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.
There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- BUSAD-ACCT-MARKET Course Matrix 17 PPR-1.xlsx