

Lake Tahoe
Community
College

Comprehensive Program Review: BUSINESS AND ECONOMICS



“Soaring to New Heights”

Prepared by

Jon Kingsbury, Ed.D.
Eric Sturgess, M.I.M.
Treva Thomas, M.B.A.
Virginia Berry, Ph.D.

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EXECUTIVE SUMMARY

The Business degree provides students with an introduction to the major components of a business organization in our global environment. The areas of concentration covered by the degree are accounting, finance, management, marketing, and general business. Students pursuing this degree will also have the option of exploring such diverse fields as economics, business law, ethics, entrepreneurship, human resources, professional communication, and technology.

As a result of this Comprehensive Program Review, the following goals and objectives established for the next five years, which include:

- Analyze enrollment management and scheduling issues and implement strategies to reduce cancellation rates and increase the probability of students being able to take all required courses in a two-year plan.
- Continue to assess the viability of offering online/correspondence pathways for students to complete Business Degree Concentrations, Certificates of Achievement, and Short-Term Departmental Certificates.
- Develop new Certificates of Achievement and Short-Term Departmental Certificates requiring new course development (for example: payroll technician/specialist, business information worker, and certified financial planner).
- Develop outreach efforts with high school using FBLT students and faculty.
- Enhance the connection of the FBLT student club with the Business Department program, the campus, and local business communities.
- Collaborate with the College's involvement in the Lake Tahoe Adult Education Consortium (LTAEC). The Business Department will develop and implement an A.A. Hospitality Management degree and certificate which builds on the entry-level, job skills provided through the Hotel, Tourism, Recreation (HTR) CTE program.
- Determine the viability of an AS-T degree in Economics.

These CPR goals are aligned with the college's strategic plan and require minimal associated budget requests.

COMPREHENSIVE PROGRAM REVIEW: BUSINESS AND ECONOMICS

SECTION 1: INTRODUCTION AND PROGRAM HISTORY

Overview and Review of Previous Program Plans

Both the Business and Economics programs fall under the Science, Business, and CTE division and is directly administered by the Dean of CTE and Instruction. An AA degree and two certificates are offered in Business. The Associate of Science Transfer (AS-T) degree is now offered in Business Administration. The program has three full-time faculty and four adjunct faculty instructors. The program duties are shared by the full-time faculty members.

A long-term view of the program reveals steady enrollments across a comprehensive curricular spectrum.

In 2008, the program underwent a comprehensive review process and minor enhancements were recommended. These recommendations are summarized and updated as follows:

1. **Enhance our hiring process of adjunct faculty by implementing a panel interview process. We will require a brief teaching demonstration from the candidates to help assess the quality of their teaching methodology.**

During the academic year 2010-2011 a new full-time faculty was hired to teach the business communication and law courses. It became unnecessary to initiate a formal hiring process since there was a minimal need to hire adjunct faculty. Due to the greater need of online faculty, there has been a minimal need for face-to-face (F2F) adjunct faculty. Quality online faculty are sought out based on their successful experience in delivering their courses in their content expertise.

2. **Develop effective hiring and assessment processes for online adjunct faculty.**

The Business Department follows the process established and implemented by the Instruction Office. This allows a consistent and effective method to evaluate adjunct faculty.

3. **Support the professional growth of our faculty via workshop, training sessions, and conference attendance and participation.**

Since this recommendation, all three full-time faculty have completed their sabbatical research projects. The topics ranged from ethics in business, distance education (DE) and online course development. This research was both relevant and applicable to our ongoing effort to enhance the quality of teaching in the department. In addition, business faculty have attended various conferences on online education. Almost 70% the business course are taught in the online modality.

4. **Support instructional and projected growth needs by utilizing the state-of-the-art technology and accessing appropriate periodicals and literature for students and instructors.**

During academic year 2014-2015, LTCC established a new classroom schedule with the computer lab, D120, being specifically designated as a computer classroom. Several business courses are now being taught using online course management systems with e-textbooks and online assignments, thereby necessitating the use of a “smart” classroom with computers for the students. Currently, the Business Department schedules an average of 10-12 classes per academic year in D120. This represents approximately 75% of the Department’s F2F offerings.

5. **Maintain suitable on-campus facilities for students to access technology in the development of contemporary business skills.**

In November of 2014, the Lake Tahoe Community College District (LTCCD) sought and received voter approval of Measure F, a \$55 million General Obligation (G.O.) Bond. With an increasing reliance on technology and online education, Measure F will allow Lake Tahoe Community College (LTCC) to continue and enhance its mission to prepare students for transfer to four-year universities, and to enter or reenter the workforce with the skills necessary for well-paying jobs. With Measure F funds, the College will be able to increase access to university level courses on the LTCC campus, modernize aging facilities that are now 25 years old, construct a Public Safety Training Center, and by completing these upgrades, help maintain the local quality of education in the greater Lake Tahoe community. Better technology improves the quality of training for jobs in the new economy, and modernized classrooms and labs that employ the latest learning techniques will help students prepare for high-tech jobs and transfer to four-year universities.

More specifically, the Business Department developed a comprehensive course, BSN 102: Business Information Processing and Systems, to address the specific technological needs of business students. This course is now required for all business students starting in the 2013-2014 academic year.

6. **Develop new curriculum to meet the needs of our community (i.e. short courses targeted to the ESL community).**

Beginning in the 2007-2008 academic year, the Professional Bookkeeper Short-Term Departmental Certificate course series (BSN 152A, 152B, and 152C) was offered for the first time. These courses help prepare students to take the American Institute of Professional Bookkeepers (AIPB) Certified Bookkeeper (CB) credential examination.

Due to the creation of the Community Education Program, the Business Department has focused on academic degrees, transfer degrees, and certificate curriculum while working with Community Education to provide trainings and workshops to meet community needs.

7. **Enhance existing community-based partnerships.**

- The Business Department meets annually with the Business Advisory Committee, which includes community business members, who provide needed feedback regarding local needs.
- A Business Department faculty member is currently participating in the AB86 Lake Tahoe Adult Education Consortium (LTAEC) which is focused on providing needed training and preparation to work in the hospitality, tourism and recreation industries.

8. Support market outreach and promote the business program via website enhancement and other marketing materials in collaboration with institution's outreach efforts.

In an effort to strengthen ties between LTCC and the South Lake Tahoe community the Future Business Leaders of Tahoe (FBLT campus club) developed and implemented the first annual LTCC Community Games. The objective of this event was to provide scholarship money for new and current LTCC students. It provided a way so that students and community members could participate together in various competitive activities such as table tennis and dodgeball. The final event of the day was a charity basketball game -- firefighters vs. police. This type of activity engendered relationships that would help to support LTCC and its surrounding community. Due to its initial success, the Community Games is going to be an annual event at LTCC.

9. Continued development of the various stages of assessing individual course SLOs and mapping those course-level SLOs to their program-level SLOs which are mapped to the department SLOs which are then mapped to the college's core competencies.

The Business Department is currently following a two-year assessment schedule instead of the formal three-year schedule which allows the department to evaluate courses on a timelier basis. As a result of the most current Annual Program Review (APR), which included SLO assessment data for only four courses, the department determined the previously staggered three-year schedule did not provide significant data. This biennial assessment schedule will ensure more substantial assessment data which will allow for a more accurate evaluation of course-level and program-level SLOs.

10. Assess the department's degree and certificate programs on an ongoing basis.

The Business Department is currently reviewing its degree concentrations to ensure their viability and relevance to our students. The Department has also developed an Associate of Science Transfer (AS-T) degree for business students transferring to four-year California universities. The Department has established a two-year cycle for the Accounting Technician Certificate.

Data Trends

FTES & Enrollment

Figures 1 and 2 and Tables 1 and 2 below depict enrollments and FTES for the Business and Economics programs over the past five academic years. Trends indicate relative enrollment stability; the dip in FTES and headcount in 2012-2013 mirrors the college-wide decrease.

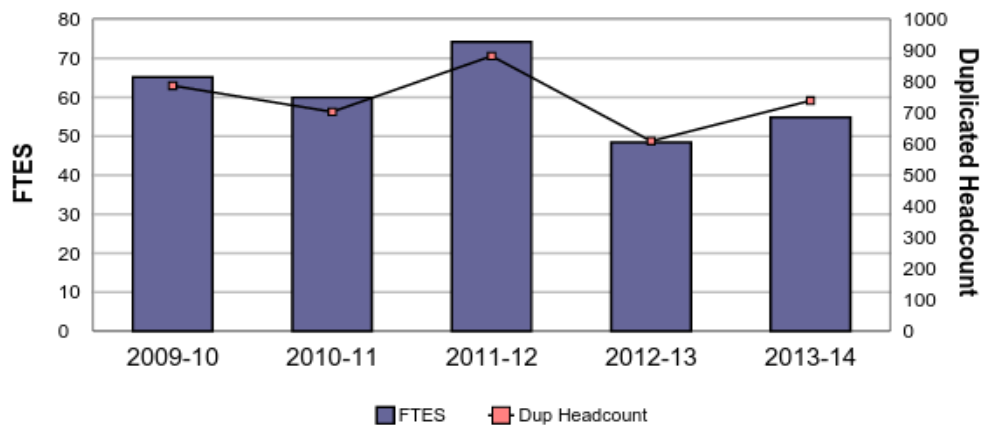


Figure 1. FTES & Enrollment Trends for Business Courses

The increase in enrollment from the 2012-2013 to 2013-2014 is partly attributed to our increase in online course. Currently, approximately 70% of our business courses are online. The increase may have been due to the number of students participating outside of the Tahoe area. Updated figures from Winter 2015 indicate that 40% in BSN 100-2 and 22% in the economics course were outside of the Lake Tahoe basin.

	Sections	Annual FTES	Duplicated Headcount
2009-10	43	65.13	787
2010-11	38	59.93	703
2011-12	52	74.19	882
2012-13	34	48.41	609
2013-14	44	54.84	739

Table 1. FTES & Enrollment Trends for Business Courses

The drop (34%) in FTES from 2011-2012 seems to be reflected in the overall drop in Credit FTES of approximately 20% during the same period of time. As we have offered more online courses over the past several years our numbers have increased as more students from outside the Tahoe region are accessing our courses.

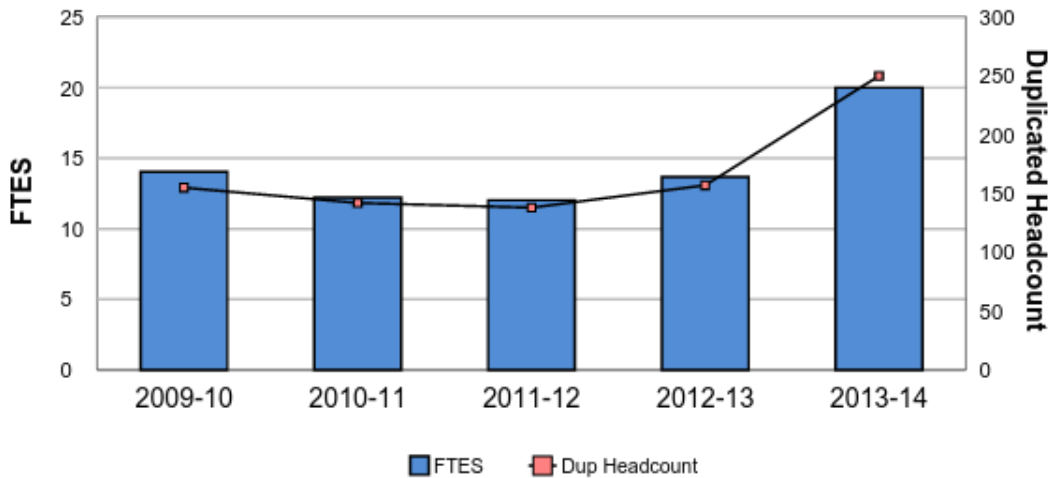


Figure 2. FTES & Enrollment Trends for Economics Courses

We experienced a significant increase in FTES over the last three years due to offering both ECO 101 and ECO 102 courses online. Despite the fact that a math prerequisite was required for each course, offering these courses online allowed access to students outside that Lake Tahoe basin which seemed to counterbalance the potential negative effect of the prerequisite on enrollments.

	Sections	Annual FTES	Duplicated Headcount
2009-10	6	14.05	155
2010-11	7	12.21	142
2011-12	6	12.03	138
2012-13	7	13.68	157
2013-14	8	20.01	250

Table 2. FTES & Enrollment Trends for Economics Courses

The annual FTES in Economics remained fairly static from the 2009-2010 to 2012-2013 academic years. The 19% increase from 2012-2013 to 2013-2014 may be attributable in part to offering these courses online which broadens student access.

Completion Rates

Figures 3 and 4 and Tables 3 and 4 depict success rates for the Business and Economics programs. In general, the DE, F2F, and overall success rates for the Business program have fluctuated with no discernable pattern over the past five years, with one small exception. The

F2F success rates have leveled off over the past three years, averaging 75.7%. The DE, F2F, and overall success rates for Economics have shown a pattern of improvement over the past three years. The college-wide success rates, during the past five years, have averaged 76.5% (DE), 82.7% (F2F), and 81.7% (overall). When compared to these college-wide success rates, the Business program shows room for improvement and the Economic success rates are comparable.

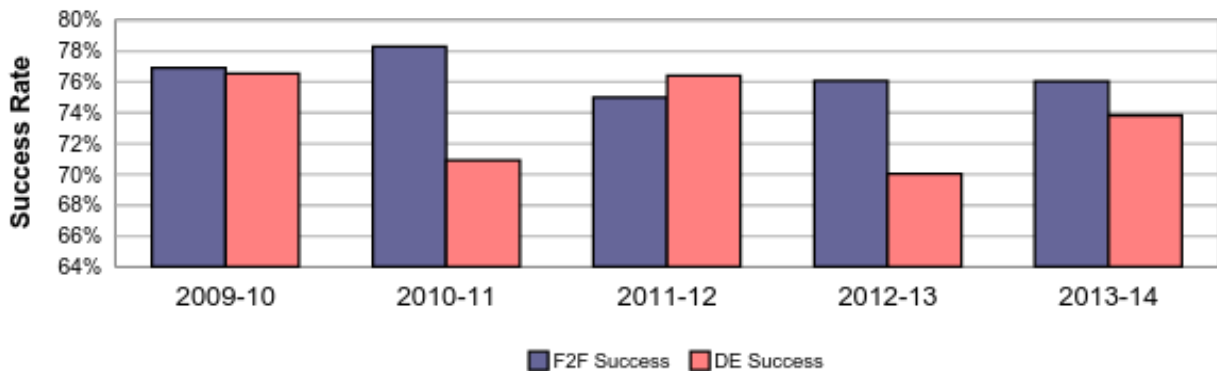


Figure 3. Success Rates for Business Courses

	F2F	DE	Overall
2009-10	76.9%	76.5%	76.8%
2010-11	78.3%	70.9%	75.0%
2011-12	75.0%	76.4%	75.6%
2012-13	76.1%	70.0%	73.3%
2013-14	76.0%	73.8%	74.9%

Table 3. Success Rates for Business Courses

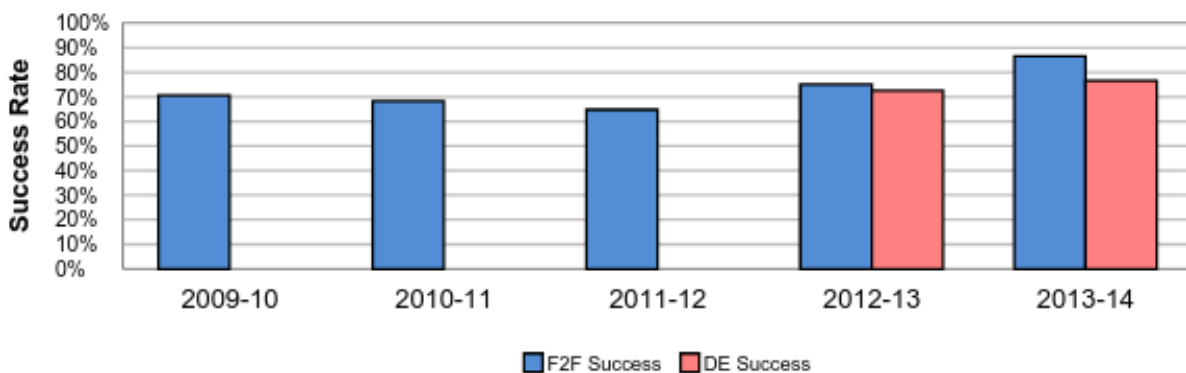


Figure 4. Success Rates for Economic Courses

	F2F	DE	Overall
2009-10	70.6%		70.6%
2010-11	68.2%		68.2%
2011-12	64.8%		64.8%
2012-13	75.0%	72.5%	73.8%
2013-14	86.5%	76.6%	78.4%

Table 4. Success Rates for Economic Courses

Demographic Data

Tables 5 and 6 (below) present demographic data related to student gender, age, and ethnicity for the Business and Economics programs. The Business program (Table 5) is comprised largely of women (52.5%) and non-Hispanic students (74.4%). Students in the program tend to fall in the “traditional” college age group; 50.5% are ages 25 or less while 43.7% are between 25-49 years.

	2009-10		2010-11		2011-12		2012-13		2013-14	
	N	%	N	%	N	%	N	%	N	%
Male	227	49.9%	208	48.5%	216	45.0%	180	48.9%	188	47.2%
Female	228	50.1%	221	51.5%	264	55.0%	188	51.1%	209	52.5%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.3%
Ethnicity Unknown	100	22.0%	68	15.9%	52	10.8%	23	6.3%	18	4.5%
Hispanic	85	18.7%	81	18.9%	100	20.8%	95	25.8%	84	21.1%
Non Hispanic	270	59.3%	280	65.3%	328	68.3%	250	67.9%	296	74.4%
Age < 25	247	54.3%	240	55.9%	233	48.5%	192	52.2%	201	50.5%
Age 25 - 49	168	36.9%	157	36.6%	200	41.7%	148	40.2%	174	43.7%
Age 50 +	40	8.8%	32	7.5%	47	9.8%	28	7.6%	23	5.8%
Age Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Table 5. Student Demographics for Business

The Economics program (Table 6) is comprised largely of men (56.7%) and non-Hispanic students (75.9%). Students in the program tend to fall in the “traditional” college age group; 71.4% are ages 25 or less while 27.6 % are between 25-49 years.

	2009-10		2010-11		2011-12		2012-13		2013-14	
	N	%	N	%	N	%	N	%	N	%
Male	84	60.9%	76	62.8%	80	64.0%	80	57.6%	115	56.7%
Female	54	39.1%	45	37.2%	45	36.0%	59	42.4%	87	42.9%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%
Ethnicity Unknown	27	19.6%	14	11.6%	14	11.2%	11	7.9%	9	4.4%
Hispanic	22	15.9%	24	19.8%	30	24.0%	24	17.3%	40	19.7%
Non Hispanic	89	64.5%	83	68.6%	81	64.8%	104	74.8%	154	75.9%
Age < 25	113	81.9%	95	78.5%	106	84.8%	98	70.5%	145	71.4%
Age 25 - 49	24	17.4%	24	19.8%	19	15.2%	36	25.9%	56	27.6%
Age 50 +	1	0.7%	2	1.7%	0	0.0%	5	3.6%	2	1.0%

Table 6. Student Demographics for Economics

Awards

Table 7 (below) presents the number of certificates and degrees awarded in Business (no degrees or certificates offered in Economics) for the past five academic years.

	Award Type	Award Title	Awards Conferred
2009-10	AA Degree	Accounting	1
	AA Degree	Finance	2
	AA Degree	General	1
	AA Degree	Global Business	1
	AA Degree	Marketing	4
	AA Degree	Small Business Ownership	2
	Certificate	Accounting Technician	1
2010-11	AA Degree	Accounting	2
	AA Degree	General	1
	AA Degree	Management	1
	AA Degree	Marketing	3
2011-12	AA Degree	Accounting	3
	AA Degree	General	1
	AA Degree	Global Business	2
	AA Degree	Management	1
	AA Degree	Marketing	3
	Certificate	Small Business Ownership	1

2012-13	AA Degree	Accounting	6
	AS-T Degree	Business Administration	5
	AA Degree	Finance	2
	AA Degree	General	1
	Certificate	Accounting Technician	1
	Certificate	Small Business Ownership	1
2013-14	AA Degree	Accounting	6
	AS-T Degree	Business Administration	9
	AA Degree	Finance	2
	AA Degree	Global Business	1
	AA Degree	Small Business Ownership	2
	Certificate	Accounting Technician	2

Table 7. Degree and Certificate Awards for Business

Currently, the Business AA degree concentrations are being updated for the 2016-2017 AY. Instead of offering seven degree concentrations, the concentrations have been consolidated into four areas: Accounting & Finance, Management, Marketing, and General Business. The AA degree focuses on the two-year Business degree whereas the Business Administration AS-T degree focuses on meeting the CSU transfer degree requirements.

A goal of the Business program is to increase the number of degrees and certificates awarded. Due to the structure and purpose of the AS-T degree, there should be a steady increase in the number of students completing this degree. As stated on the California State University web site:

“California Community College students that have earned a transfer associate (AA/AS-T) degree are guaranteed junior standing and priority admission consideration over all other transfer students when applying to a CSU baccalaureate (BA/BS) degree program that has been deemed similar to the student’s community college area of emphasis. Once admitted to a similar baccalaureate (BA/BS) degree program, the transfer associate degree student will only be required to complete 60 additional prescribed units to qualify for the similar baccalaureate (BA/BS) degree.”

With the creation of the AS-T degree, LTCC students now have a better pathway to degree completion and transfer. The department is satisfied with the AS-T degrees awarded in its initial two years (see Table 7 above) and expects continued growth with the development of an online pathway to completion. In reflecting on the degree and certificate data, the department has consolidated the concentrations to meet the needs of the non-transfer students seeking a terminal two-year degree.

Productivity

As Tables 8 and 9 (below) depict, productivity for the Business and Economics programs were 271.89 and 430.33 in 2013-2014. This compares to a college-wide average department productivity of 297.27. Three factors influence department productivity: contact hours of classes offered (WSCH--weekly student contact hours), enrollment in each class, and the full-time equivalent faculty (FTEF) load. Capacity is defined as the available enrollment in any given course based on constraining factors, such as enrollment limits based on curriculum, physical space limitations, etc.

WSCH (Weekly Student Contact Hours) is defined as the number of enrollments in a course multiplied by the number of weekly contact hours.

FTEF (Full Time Equivalent Faculty) is defined as the assigned faculty load in a course divided by 48.

Productivity is defined as $[WSCH \div FTEF] \div 3$.

2013-2014 PRODUCTIVITY

	Productivity	Productivity at 75% Capacity	Productivity at 100% Capacity	Productivity at 125% Capacity
Business	271.89	354.97	473.30	591.62
Avg Departmental Productivity (College-Wide*)	297.27	350.71	467.61	584.52

Table 8. Productivity for Business

	Productivity	Productivity at 75% Capacity	Productivity at 100% Capacity	Productivity at 125% Capacity
Economics	430.33	417.17	556.23	695.28
Avg Departmental Productivity (College-Wide*)	297.27	350.71	467.61	584.52

Table 9. Productivity for Economics

NOTES: Excludes Summer, non-credit, work experience, internship, FEC, and TPNS. Capacity is defined as the available enrollment in any given course based on constraining factors, such as enrollment limits based on curriculum, physical space limitations, etc.

** Includes departments with a minimum of 500 WSCH in 2013-14.*

In addressing productivity in the Business program, there are several factors which impact the results. One, as noted previously, over 70% of the Business courses are offered online with a “capacity” for each course of 40 students. Two, several of the Business courses are primarily

offered to satisfy concentrations and as such have historically smaller enrollments which are now being addressed in the consolidation of the Business Degree concentrations. The department coordinated the scheduling of these courses utilizing the two-year plan. Initially, these courses were transitioned to online format to provide access for students seeking to complete their educational goals. And finally, as with national trends, online attrition continues to be a challenge for all departments offering online courses.

As the Business Departments creates and offers online degrees and certificates, productivity will continue to be an area in need of analysis. The department will work with college-wide efforts to address some of these challenges. One example of the department experimenting with flexible scheduling occurred during academic year 2014-2015, when the department experienced success using “Late Start” courses and will continue to investigate the viability of expanding the use of this scheduling strategy. However, the department is seeking a commitment from the administration to guarantee specific courses will run to ensure students can complete their educational goals in a timely manner. Additionally, the Chancellor's Office Online Education Initiative (OEI) is providing resources for student online readiness and online tutoring with the goal of increasing completion and success rates throughout the state which the Business Department will embrace. Regarding F2F enrollment strategies, the Business Department looks forward to the results of the comprehensive enrollment management analysis conducted during the 2014-2015 which should provide better guidance for future course offerings and scheduling.

Budget

The Business and Economics program have budgets consisting primarily of faculty salaries, adjunct salaries and associated benefits. Fluctuations in adjunct salaries pertain to the number of units scheduled in an academic year and customary increases as instructors progress through the pay tiers.

Academic Year	Full-Time Faculty Salaries	Adjunct Faculty Salaries	Benefits	Total Budget
2013-2014	194,155	18,796	71,498	284,449
2012-2013	221,314	23,323	83,231	327,868
2011-2012	226,900	36,695	84,383	347,978
2010-2011	222,340	21,300	68,601	312,241
2009-2010	151,511	44,894	46,858	243,263

Table 10. Budget

SECTION 2: PROGRAM MISSION AND SLOs

The mission of the Business Department is to create a learning environment which fosters excellence in business education through innovative programs, applied learning, and collaboration with the community.

Student Learning Outcomes (SLOs) for the Business major are:

- Apply critical and analytical thought in diverse business situations.
- Identify the basic principles of the disciplines which comprise the major.
- Identify and apply basic financial analysis tools and critical business skills needed to plan and manage strategic activities.
- Identify the key factors contributing to the complexity of the global business environment and its relationship with various political, social, cultural, and technological influences.

In meeting the mission of the department, course-level SLOs are assessed on a regular two-year cycle and instructors work to make necessary improvements to assure program outcomes are being met. [Based on the most recent TracDat report \(September 2015\), the department has assessed the SLOs for 31 courses \(88.6% of all Business and Economics courses offered\) from 2010-2011 through 2014-2015. Of these courses, more than 90% have been assessed multiple times due to the two-year cycle. There are a few courses with only one assessment in that period because of course cancellations. The summary results of these course assessments show about two thirds of the students \(67.5%\) have achieved "Mastery" of the courses' content with another 22.5% achieving "Some Understanding." Although these results are quite positive, the department has a policy of continuous improvement and seeks to increase these achievement percentages over the coming years both on an individual course and overall department level.](#)

[As a result of these assessments, changes have been made to course curriculum and SLOs. Some courses have included new materials and assignments to enhance student learning of specific course SLOs. Also there have been changes in the actual course SLOs to better identify and address the necessary learning outcomes.](#) For example, a SLO was created in each of the three accounting [and two bookkeeping](#) courses that specifically identified an outcome addressing business ethics which aligns with program-level SLOs [and state law \(SB821\)](#). [With the creation of these "ethics SLOs," new course material, including ethics cases and guidelines for writing case analyses, along with chapter-specific case assignments, were added to the curriculum.](#) The APR process provides the department with an opportunity to discuss potential strategies including the use of online instructional tools to enhance student learning.

SECTION 3: PROGRAM GOALS AND OBJECTIVES

In order to fulfill its mission, the Business program is committed to the following goals and objectives over the next five years; these objectives are not listed in order of importance.

These CPR goals are aligned with the Strategic Plan of the college and identify resource requests that will be necessary in upcoming Annual Unit Planning (AUP) processes.

Business CPR Objectives

Business CPR Objective: 1 of 6	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Analyze enrollment management and scheduling issues and implement strategies to reduce cancellation rates and increase the probability of students being able to take all required courses in a two-year plan.	Business Department	AY 2015-2020
Representative Activities		
Work with the Dean of CTE and Instruction to coordinate efforts with the college-wide general enrollment management initiatives.	Business Department	AY 2015-2020
Assess cancellation rates, and degree and certificate completion rates.	Business Department	AY 2015-2020
Continue to research and develop alternate scheduling formats.	Business Department	AY 2015-2020
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Reduce course cancellation rates and increase degree and certificate completion rates..	Cancellation rates; Degree and certificate completion rates	2014-2015
Resource and Budget Implications	Estimated Funding Required	Timeline
None.	None.	N/A
Strategic Issue	Strategic Goal	Objective
2. Student Learning, Success, and Achievement	5. Clear and Effective Pathways Toward Completion	5.1. Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.
2. Student Learning, Success, and Achievement	6. Quality, Innovation, and Excellence in Teaching	6.1. Provide up-to-date instructional materials,

		equipment, methods, and curriculum in order to promote student learning and success.
Business CPR Objective: 2 of 6	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Continue to assess the viability of offering online / correspondence pathways for students to complete Business Degree Concentrations, Certificates of Achievement, and Short-Term Departmental Certificates.	Business Department	AY 2015-2020
Representative Activities		
Survey Business Advisory committee and other industry experts regarding emerging trends and training needs.	Business Department	Spring 2016
Research online degree and certificate offerings at other community colleges.	Business Department	AY 2015-2020
Develop degree and certificate curriculum for Incarcerated Student Program (ISP)	Business Department and Director of ISP	AY 2015-2020
Develop marketing and outreach initiatives to ensure healthy enrollments.	Business Department	AY 2015-2020
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Expand student enrollment, increase completion rates, and meet employment demands	Degree and certificate awards	Degree and certificate award data for AY 2013-2014
Resource and Budget Implications	Estimated Funding Required	Timeline
Will need to hire additional adjunct faculty to teach Business courses.	32 units, approximately \$16,800	Starting in Fall 2016 and will be ongoing
Strategic Issue	Strategic Goal	Objective
2. Student Learning, Success and Achievement	5. Clear and Effective Pathways toward Completion	5.1. Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.

3. Community Engagement	7. Heightened Community Awareness	7.1. Increase the presence and visibility of the college in the community through higher level participation and sponsorship in community events, organizations, and projects.
Business CPR Objective: 3 of 6	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Develop new Certificates of Achievement and Short-Term Departmental Certificates requiring new course development (for example: payroll technician/specialist, business information worker, and certified financial planner).	Business Department	AY 2015-2020
Representative Activities		
Survey Business Advisory committee and other industry experts regarding emerging trends and training needs.	Business Department	AY 2015-2020
Research degree and certificate offerings at other community colleges.	Business Department	AY 2015-2020
Ongoing research of Bureau of Labor Statistics (BLS.org).	Business Department	AY 2015-2020
Develop marketing and outreach initiatives to ensure healthy enrollments.	Business Department	AY 2015-2020
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Expand student enrollment, increase completion rates, and meet employment demands.	New degree and certificate awards	0 (2015-2016)
Resource and Budget Implications	Estimated Funding Required	Timeline
Will need to hire additional adjunct faculty to teach Business courses.	32 units, approximately \$16,800	Starting in Fall 2016 (ongoing)
Strategic Issue	Strategic Goal	Objective
3. Student Learning, Success and Achievement	5. Clear and Effective Pathways toward Completion	5.1. Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to

		facilitate students' timely completion of their educational and professional goals.
3. Community Engagement	7. Heightened Community Awareness	7.1. Increase the presence and visibility of the college in the community through higher level participation and sponsorship in community events, organizations, and projects.
4. College Sustainability	9. Fiscal Stability, Resilience, and Vitality	9.1. Ensure efficient and effective use of available resources.
Business CPR Objective: 4 of 6	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Develop outreach efforts with high school using FBLT students and faculty.	Business Department	AY 2015-2020
Representative Activities		
Connect high school students with the college via the LTCC club events on campus (Fall BBQ, Winterfest and the Spring Fling/Senior Day).	FBLT students and faculty advisor	AY 2015-2020
Provide incoming high school seniors the opportunity to earn scholarships to LTCC via donations received at the LTCC Community Games and other fundraising activities.	FBLT students and faculty advisor	AY 2015-2020
Conduct outreach initiatives to the high school	FBLT students and faculty advisor	AY 2015-2020
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Apply classroom experience through active involvement in campus and community efforts for the FBLT students.		
Resource and Budget Implications	Estimated Funding Required	Timeline
None	N/A	N/A
Strategic Issue	Strategic Goal	Objective
1. Student Access	1. Early college Awareness, Preparation, and Readiness	1.1. Strengthen the secondary-to-postsecondary pipeline.

1. Student Access	1. Early college Awareness, Preparation, and Readiness	1.2. Focus and sustain outreach and recruitment efforts involving underrepresented and underserved groups.
2. Student Learning, Success and Achievement	4. Connection & Direction	4.1. Promote the development of supportive student relationships / interactions with peers, faculty, and staff.
2. Student Learning, Success, and Achievement	6. Quality, Innovation, and Excellence in Teaching	6.1. Provide up-to-date instructional materials, equipment, methods, and curriculum in order to promote student learning and success.

Business CPR Objective: 5 of 6	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Enhance the connection of the FBLT student club with the Business Department program, the campus, and the local business communities.	Business Department	AY 2015-2020
Representative Activities		
Continue to strengthen community relationships at the annual LTCC Community Games. (developed and sponsored by FBLT)	FBLT students and faculty advisor	AY 2015-2020
Implement business roundtables at the college by inviting local business to participate in Q&A sessions	FBLT students and faculty advisor	AY 2015-2020
Collaborate with the Tahoe Chamber to sponsor the Entrepreneurs Assembly non-profit program which educates and facilitates entrepreneurs in creating and growing their businesses	FBLT students, faculty advisor, and business faculty	Fall 2015
Expected Outcomes	Measures (if quantitative)	Baseline (if quantitative)
Apply classroom experience through active involvement in campus and	N/A	N/A

community efforts.		
Resource and Budget Implications	Estimated Funding Required	Timeline
None.	None.	N/A
Strategic Issue	Strategic Goal	Objective
2. Student Learning, Success, and Achievement	6. Quality, Innovation, and Excellence in Teaching	6.1. Provide up-to-date instructional materials, equipment, methods, and curriculum in order to promote student learning and success.
2. Student Learning, Success, and Achievement	6. Quality, Innovation, and Excellence in Teaching	6.2. Develop and sustain programs relevant to the economic development and workforce needs of the community.
3. Community Engagement	7. Heightened Community Awareness	7.1. Increase the presence and visibility of the college in the community through higher level participation and sponsorship in community events, organizations, and projects.
Business CPR Objective: 6 of 6	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Collaborate with the College's involvement in the Lake Tahoe Adult Education Consortium (LTAEC) which is being funded by AB86. The Business Department will develop and implement an A.A. Hospitality Management degree and certificate which builds on the entry-level, job skills provided through the Hotel, Tourism, Recreation (HTR) CTE program.	Business Department	AY 2015-2016
Representative Activities		
Work with the Dean of CTE and Instruction to coordinate efforts with the LTAEC.	Business Department	Fall 2015
Continue to research and create a certificate in Hospitality Management and submit to the Curriculum Committee	Business Department	Fall 2015

for approval to be included in the 2016-2017 catalog.		
An A.A. Hospitality Management degree will be researched and created to be included in the 2017-2018 catalog	Business Department	AY 2015-2017
Meet with the Business Advisory group to get feedback and input from community and industry members.	Business Department	Spring 2016
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Expand student enrollment, increase completion rates, and meet employment demands.	Headcount in Business: hospitality management courses, certificate and degree completion rates	0 (2016-2017)
Resource and Budget Implications	Estimated Funding Required	Timeline
Will need to hire additional adjunct faculty to teach Business: hospitality management courses.	32 units, approximately \$16,800	Starting in Fall 2016 and will be ongoing
Strategic Issue	Strategic Goal	Objective
2. Student Learning, Success, and Achievement	5. Clear and Effective Pathways Toward Completion	5.1. Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.
2. Student Learning, Success, and Achievement	6. Quality, Innovation, and Excellence in Teaching	6.1. Provide up-to-date instructional materials, equipment, methods, and curriculum in order to promote student learning and success.
3. Community Engagement	7. Heightened Community Awareness	7.1. Increase the presence and visibility of the college in the community through higher level participation and sponsorship in community events, organizations, and projects.
3. Community Engagement	7. Heightened Community Awareness	7.2. Provide to the community, timely, clear, and consistent communications about the role and contributions of the college.

Table 11. Business CPR Objectives

Economics CPR Objectives

Economics CPR Objective: 1 of 1	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Determine the viability of an AS-T degree in Economics.	Business Department	AY 2015-2016
Representative Activities		
Work with Student Services and appropriate departments to research the viability of an AS-T degree.	Business Department	AY 2015-2016
Research other colleges that may have an established AS-T degree in Economics.	Business Department	AY 2015-2016
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Expand student enrollment and increase completion rates.	N/A	N/A
Resource and Budget Implications	Estimated Funding Required	Timeline
None.	None.	N/A
Strategic Issue	Strategic Goal	Objective
2. Student Learning, Success and Achievement	5. Clear and Effective Pathways toward Completion	5.1. Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.

Table 12. Economics CPR Objectives

SECTION 4: RESOURCES NEEDED TO SUPPORT GOALS AND OBJECTIVES

The goals and objectives specified in Section 3 of this report have the following associated budget implications.

Human Resource Needs	Estimated Additional Funding Required	Related Objectives	Timeline
Will need to hire additional adjunct faculty to teach Business courses.	\$15,000 - \$20,000 per academic year	2, 3, and 6	Starting in Fall 2016 (ongoing)

APPENDICES

Appendix A: Annual Program Review (APR) Update 2013-2014

Appendix B: Annual Unit Plan (AUP) 2014-2015