

2018-2019

**Program Review & Planning  
Request for Full-Time Faculty Position**

Please upload and submit this completed form through the SurveyMonkey program review module.

**Note: Staffing Prioritization Task Force will consult your program review as part of the rating process. Please reference appropriate sections of your program review as needed in your responses.**

<b>Department</b>	Business & Professional Studies
<b>Position Title</b>	Business Instructor

**1. How will this position specifically support one or more of the College's four strategic priorities? (Rubric Criterion 4)**

1. Acceleration
2. Guided Student Pathways
3. Student Validation and Engagement
4. Organizational Health

(200 words or less)

Business covers a breadth of areas including Business Administration (both Transfer and General), Management, Entrepreneurship-Small Business Management, plus a new Craft Industries Entrepreneurship certificate added last year. Additionally, a new course on the Gig Economy was recently added. This person would be tasked with reviewing and revitalizing the Entrepreneurship curriculum, promoting the Craft Industries certificate, and exploring a Gig Economy Self-Employed pathway/certificate. A Business instructor is needed to create and support guided student pathways for all BUS students.

**2. Describe why this position is essential to your program and/or service area. How will this new position improve student learning and achievement? (Rubric Criterion 3)**

(200 words or less)

Business must maintain relationships with universities for transfer students, with high schools, and with local businesses for Career Education (CE) opportunities. Without this position, the remaining BUS instructor can't keep up with the aforementioned responsibilities, as well as handle student advising, curriculum development, and teaching the new curriculum.

**3. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 3)**

(150 words or less)

The Business discipline offers transfer degrees and non-transfer CE degrees/certificates. Business courses are also being offered at area high schools. Without this replacement position, programs will suffer. There is too much for one business instructor to cover university transfer, career education, and lead new initiatives. The work will go undone.

The program has also noticed some gaps starting in the ethnicity/race data. There is work to be done among some ethnic groups. While the raw numbers are small, the percentages are low. In SP18 there were 7 African-American students enrolled in On-Campus with a success rate of 57%. In Online, this group had 28 enrolled with a success rate of 54%. Hybrid classes showed an even more marked situation with 6 enrolled but a success rate of 33%. It is difficult to know if these are ACCT students or BUS or both as the data is not disaggregated. However, BUS and ACCT each have only one FT faculty member. That means this is a situation that needs monitoring and remedied if it does not improve. There will be no one to do this at this point.

**4. Has there been or do you believe there will be an increase in demand for your programs and/or services? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (Rubric Criterion 2)**

(150 words or less)

Business regularly has among the highest number of graduates each year. In the past five years, 302 BUS degrees and certificates have been awarded. Enrollments in BUS classes have held steady in the past five years (2012-2016). Fill rates average 86% during this period. For the past five years, WSCH/FTEF for BUS has averaged 544, which is above the college average of 466 for the same period. Class max of 50+ and wait lists are a regular occurrence in many of the BUS classes.

Overall, BUS/ACCT enrollments have shown a slight increase of 6% from FA13-SP18. There is also an uptick of 6% in the number of students in the Race/Ethnicity data with the largest gain of 2% coming among Hispanics. The department is particularly proud of the upward trend of transfer with degrees of 13% FA13-FA17 and 20% SP14 to SP18. This happened when there were two FT BUS and 1 FT faculty members writing curriculum, mentoring students, networking in industry and improving assessment.

The success and retention rates bear looking at. In SP18, on-campus enrollment in BUS/ACCT was 197 with 180 students retained and 154 successful. In FA17, 212 were enrolled in on-campus and 194 were retained of which 158 were successful.

Compare this to 100% online. In FA 17 the enrollment in BUS/ACCT was 508 of which 437 were retained and 358 of those were successful. SP18 is similar. There were 736 enrolled of which 645 were retained and 561 were successful.

There are a few hybrid classes offered. In FA17 123 were registered in BUS/ACCT of which 103 were retained and 91 were successful. In SP18, there were only 70 students enrolled in hybrid of which 55 were retained and 35 successful.

Overall, these programs of BUS/ACCT have average success rates in the 70% range.

**5. Is this a new position, replacement for a retirement or upcoming retirement, replacement for a tenure failure, replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)**

(100 words or less)

This is a replacement for Joe D'Amato who retired in Spring 2018.

Revised Fall 2018  
Approved by Academic Senate on 10/11/18  
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- 6. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to inform, in part, the prioritization process.**  
**{ X } Yes, I understand.**

**The Staffing Prioritization Task Force will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)**