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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Business and Social Sciences-Business Department Glenn J. Violet and John Mummert, Dean</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>Foothill College's Business Department prepares students with the business skills and leadership qualities necessary to compete in the global market in the 21<sup>st</sup> Century. Our goal is to integrate entrepreneurship across the Foothill curriculum, and to provide all students with the resources to succeed in business, whether for transfer, AA degree, Certificate, Professional and Workforce Development</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>The Business Department is here to develop and involve our students through basic business writing skills, career preparation, lifelong learning, or transfer, and as a member to the Foothill College Community we are dedicated to the achievement of learning and to the success of our students. Our Business Department developed the Foothill Entrepreneur Center out of the need for our students to better understand the entrepreneurship mindset and innovation which is an essential need to be better prepared for transfer and career development.</p>

## II. Department and Program Description & Data

1. What are your hours of operation? Our offices open at: 8:00 am – 9:00 pm.  
 Closed for Lunch: No  or Yes  If yes, when:  
 Our offices closed at: Christmas and New Years Day.

2. What types of classes do you offer, at what locations, and at what times?

Times offered:	Locations offered:	Types Offered:	Status Offered:
<input checked="" type="checkbox"/> Morning (6AM-12PM)	<input checked="" type="checkbox"/> FH Main Campus	<input checked="" type="checkbox"/> In Person	<input checked="" type="checkbox"/> Credit
<input checked="" type="checkbox"/> Afternoon (12PM-4PM)	<input checked="" type="checkbox"/> Middlefield	<input checked="" type="checkbox"/> Hybrid	<input type="checkbox"/> Non-credit
<input checked="" type="checkbox"/> Evening (4PM-10PM)	<input checked="" type="checkbox"/> Off campus	<input checked="" type="checkbox"/> Distance	

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Department Chair/Faculty	1		Coordinates curriculum, certifies substitutions, updates curriculum sheets, transfer and major requirements, and all other aspects teaching in all areas of business.
Adjunct Faculty	0	8	Part time faculty- lecture in all areas of business. And currently volunteer to assist any of our students in developing basic skills, critical thinking skills, computational skills, and communication/leadership skills.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties

Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>
Student Coordinators-Volunteer/Perkins Grant.	120	9	Student Coordinator of the Foothill Entrepreneur Center. Runs the day to day operations of the Center
Student Coordinators All Volunteer-student peer mentoring and tutoring.	150	9	Student Coordinator of the Foothill Entrepreneur Center. Runs the day to day operations of the Center
Position Title	0.00	0	

<p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>	<p>Enrollment, FTES, and Average Class size have remained fairly consistent over the last five years in Business courses. Students enroll in both online and in person sections. We have two class (BUSI 22/91L) being offered online at this time. BUSI 22 (the core course), and BUSI 91L are both offered in person; BUSI22/91L are also offered online and during the summer. BUSI 95 has shown enrollment increase from average of 10 students per quarter to 30 students per quarter over the past two years.</p>
<p>5. <a href="#">Student Achievement</a>: Given the data, describe the trends in overall <a href="#">success rates</a>, <a href="#">retention rates</a>, and <a href="#">degrees and certificates awarded</a>. What are the implications for your department?</p>	<p>In looking at the retention and withdrawal data, several things stand out. Many students enroll in Business courses thinking that it will be easy, and when they discover the requirements for the courses, they drop the class (usually within the first two weeks, especially online). Retention has been constant for the past three years. We see this as a plus for the department. With the Business Plan Competition and courses like Business 95 have seen a substantial increase.</p>
<p>6. <a href="#">Student Equity</a>: Given the data, describe the trends with respect to <a href="#">underrepresented students</a>. How will your</p>	<p>In both online and in person sections, the numbers of self-reporting Filipino and Pacific Islander were so small</p>

<p>program address the needs/challenges indicated by the data?</p>	<p>(3%) as to be statistically insignificant. International students did significantly better in face to face. Hispanic (13%), and Black students (3%) faired moderately well in the face to face sections; this may have to do with access to necessary equipment or lack of the necessary advisories (ENG 1A). More specific warnings for students enrolling in courses with advisories may help to address this issue in the future.</p>
<p>7. Given the data, discuss how the <b>FTEF</b> trends and <b>FTEF/FTES ratio</b> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>The program faculty for business is quite small. With the sudden death of one full-time faculty, we have one full-time faculty and eight adjunct faculties remaining. For the last two years, FTEF and FTES have remained constant. However, productivity was lower because of expanding the business department course offerings during 2007-2009. We will need another full time faculty in business position in 2011.</p>
<p>8. Given the data for <b>distance learning</b>, describe the trends related to <b>success</b>, <b>retention</b>, and <b>student satisfaction</b>. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>Online course sections have lower retention rates as a whole, and business courses are no exception to that rule. More detailed descriptions of the expectations in the courses, as well as assignments, exams, and readings, may help to prevent underprepared students from enrolling. In addition, scaffolding of assignments and regular and effective contact with the students by the instructor (through discussion, announcements, messages, and the like) may also help increase retention. Students often seem surprised that business courses have such high demands in terms of reading and writing; better pre-registration education would help this.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>In the distance education program review, we need to take a closer look at our retention percentages.</p>
<p>10. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.</p>	<p>Our students are seeking to understand entrepreneurship and career workforce development, and with our Business Department and Entrepreneur Center we provide a focal point for students and community participants to discover and develop an innovative entrepreneurial perspective. If Silicon</p>

	<p>Valley's workforce is to maintain a competitive advantage in today's global business environment, through our Business Department and Entrepreneur Center we offer seminars, guest lectures, and traditional classes that enhance and strengthen students' business professionalism, competence, and integrity.</p>	
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Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
1. The first goal is to finish the critical series of SLO assessments for all active courses. This goal is on track; all SLOs have been written. The assessment of the SLOs will be completed by the end of Spring 2010.	☒	☒	☒	☒
2. The second and most critical goal is the continuing development of our Business Department's Entrepreneur Center. In 2008/09 we provided students with student pay, two major business plan competitions awarding students up to \$15,000 in scholarships. In 2010 we are continuing to engage our students and the community through our competition.	☒	☒	☒	☒
3. The third goal is to update the course outlines of record and build curriculum to meet the needs of students, by increasing certificates and AA degree in Entrepreneurship and Small Business Management. This work depends upon external funding (a request for Perkins grants will be submitted) and donations by the community.	☒	☒	☒	☒

<p>4. The fourth goal is to develop non-credit entrepreneur courses for professional development and displaced workers who need business skills immediately to compete in the marketplace.</p>	☒	☒	☒	☒	
<p>5. The fifth goal is to build further relationships with local and national businesses and other Community Colleges and Universities in the study of entrepreneurship.</p>	☒	☒	☒	☒	
<p>6. Work on improving productivity and collaboration with College research to identify issues surrounding productivity.</p>	☒	☒	☒	☒	
<p>7. Finally the business department seeks to add one more full-time faculty in business to meet the demands of our community and students; to support outreach to the business community; to work with entrepreneurship across all disciplines and workforce development.</p>	☒	☒	☒	☒	
<p>12. What is your plan for accomplishing your goals?</p>					
<p><b>Department Operational Goals</b></p>	<p><b>Activities</b></p>				
<p>1. The first goal is to finish the critical series of SLO assessments for all active courses. This goal is on track; all SLOs have been written. The assessment of the SLOs will be completed by the end of Spring 2010.</p>	<p>Continue to collaborate with other business faculty in identifying and improving on the SLO's. The need for one-fulltime faculty continues to grow.</p>				
<p>2. The second and most critical goal is the continuing development of our</p>	<p>Collaborate with Students, the local and national business community; and we are</p>				



<p>Business Department’s Entrepreneur Center. In 2008/09 we provided students with student pay, two major business plan competitions awarding students up to \$15,000 in scholarships. In 2010 we are continuing to engage our students and the community through our competition.</p>	<p>constantly contacting Alumni and business leaders to assist in our Business Plan Competition. The competition has been a launching point for our Business Department. We have secured an additional \$4,000 for our competition this Spring 2010. We have invited not only Foothill students to be involved but High Schools and other community members to participate with our students in the competition.</p>	
<p>3. The third goal is to update the course outlines of record and build curriculum to meet the needs of students, by increasing certificates and AA degree in Entrepreneurship and Small Business Management. This work depends upon external funding (a request for Perkins grants will be submitted) and donations by the community.</p>	<p>We have identified the need to develop entrepreneurs and workforce in the way of internships. We are constantly striving in our business classes to make it a requirement to improve the students’ basic writing skills and math skills to improve or transfer for career development.</p>	
<p>4. The fourth goal is to develop non-credit entrepreneur courses for professional development and displaced workers who need business skills immediately to compete in the marketplace.</p>	<p>The focus of our Business Department is to assist Foothill students, as well as our local community members/participants in learning and integrating the key entrepreneurial leadership skills required to compete in today’s global marketplace. The Business Department and its vision is an exciting learning environment conducive to increasing the potential for entrepreneurial growth and development through a variety of research, teaching, and practical applications.</p>	

	<p>Our department, because of its central Silicon Valley location, will provide a focal point for students and community participants to discover and develop an innovative entrepreneurial perspective. If Silicon Valley’s workforce is to maintain a competitive advantage in today’s global business environment, our Business Department offers seminars, guest lectures, and traditional classes that enhance and strengthen students’ business professionalism, competence, and integrity.</p>		
<p>5. The fifth goal is to build further relationships with local and national businesses and other Community Colleges and Universities in the study of entrepreneurship.</p>	<p>We continue to work closely with our advisory board members in building relationships with local and national companies and other Community Colleges and Universities in the immediate area and around the country.</p>		
<p>6. Work on improving productivity and collaboration with College research to identify issues surrounding productivity.</p>	<p>We will work closely this year with the colleges’ researcher to identify areas of weakness in our productivity.</p>		
<p>7. Finally the business department seeks to add one more full-time faculty in business to meet the demands of our community and students; to support outreach to the business community; to work with entrepreneurship across all disciplines and workforce development.</p>	<p>We have identified the need for one more fulltime business faculty to meet the needs of our business department at a minimum.</p>		
<p>13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>			
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale of how each</p>	

		request <b>supports one or more college strategic initiative and/or supports student learning.</b>	
Goal one-seven	The need for one additional fulltime faculty.	We have part-time faculty who actually work in the business world and can assist in building curriculum to support basic skills, workforce and professional career development. With a fulltime business faculty, we can meet all four of the colleges' initiatives.	

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of <b>diverse learners</b> ?	Business courses are regularly offered as both face to face and some online sections. Courses allow variety of different types of assessment, including in-class exams, research papers, oral and written presentations, involvement in entrepreneurship and business club activities, and other campus activities.
2. How does your curriculum respond to changing community, student, and employer needs?	Our Business Department, as well as through our Entrepreneur Center, provide resources to assist in writing a business plan, create an online marketing campaign, contracts and business agreements. Students can interact with leaders from the business community for potential internships. And through our department, our staff assists with resources, as well as match participants with local small business mentors for counseling.
3. How does your curriculum support the needs of other certificates or majors?	We have many cross-listed business courses in other majors and certificate programs. We have two courses that are UC transferable.
4. Do your courses for the major align with transfer institutions?	Yes
5. Do your courses have appropriate and necessary <b>prerequisites</b> ? Identify any challenges and plans to address the challenges.	We do not require any prerequisites in any of our business courses, however in our syllabi we do advise students that they must be able to write at the college level.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <b>Title V</b> , <b>course deactivation</b> , updated <b>prerequisites</b> , <b>cross-listed courses</b> , measuring <b>student learning outcomes</b> , <b>curriculum sheets</b> , <b>certificates</b> and <b>degrees</b> ).	As issues over Title V arise-the issues are addressed immediately by the Department Chair.
7. Does your program offer <b>distance education</b> courses?	Yes
8. If you offer <b>distance education</b> courses, list one or two short examples of how your <b>distance education</b> courses provide for effective interaction between students and faculty.	We use Chat rooms, Email, telephone, and online discussions to communicate with our students.

9. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	Students are required to comment on each other's business discussion postings and through the student lounge where students interact among themselves.
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>	
10. What <a href="#">college skills</a> should a student have before entering your program?	Students should have basic skills in critical thinking, and basic math skills for understanding how to read financial documents.
11. Given the data, comment on the effectiveness of the <a href="#">assessment</a> and <a href="#">placement</a> of college skills students into your program. (For MATH, ENGL and ESL only).	The college needs to do a better job in identifying students early who need basic skills training.
12. In what ways are you addressing the needs of the <a href="#">college skills</a> students in your program?	We have many mentors in our Entrepreneur Center from our Business Department and the Business Economics and Accounting Club who help our students with their business course problems.
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	Constant collaboration with across the curriculum sharing the entrepreneur spirit.
<i>Program Mapping</i>	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	NA
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	NA
16. If applicable, describe any <a href="#">capstone course</a> , <a href="#">signature assignment</a> (project, <a href="#">service learning</a> , portfolio), or <a href="#">exam</a> that demonstrates knowledge, skills, and abilities, indicating successful program completion?	NA
<i>Course Scheduling &amp; Consistency</i>	
17. Given available data, describe the <a href="#">trends</a> in the scheduling of <a href="#">morning</a> , <a href="#">afternoon</a> , and <a href="#">evening</a> classes, as well as Friday, <a href="#">Weekend</a> , and <a href="#">distance education</a> classes. Comment on the feasibility of offering classes at non-standard times.	Just as we were experimenting with our course offering in business, we have been affected by the budget cuts this year. We need to offer courses on Fridays and on weekends to meet the needs of our displaced workforce.

<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <b>prescribed length of time</b>? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p>	<p>Our business courses are offered at a reasonable time and are scheduled appropriately. Currently due to budget cuts, we are unable to offer expanded course offerings.</p>	
<p>19. How does the department determine that classes are taught consistently with the <b>course outline of record</b>?</p>	<p>Through the usage of our SLOs and a collaborative environment between the fulltime faculty and part-time faculty.</p>	
<p><b>Summary of Planning Goals and Action Plans</b></p>		
<p>20. What are your goals with respect to curriculum and how will those goals be measured?</p>	<p>Currently, our goal is to update the course outlines of record, build curriculum to meet the needs of students, and develop certificates and AA degree in Entrepreneurship and Small Business Management. This work depends upon funding for either released time or an adjunct faculty to work on curriculum.</p>	
<p>21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>
<p>Adjunct Faculty</p>	<p>The purpose is to achieve SLO reflections and build curriculum to meet the stated goal (#20).</p>	<p>Building curriculum meets all/ supports the college strategic initiatives and outcomes. We use our Business Advisory Board, which not only helps us to give real time career needs for our students and non-traditional students.</p>
<p>Released Time for Fulltime Faculty</p>	<p>The purpose is to achieve SLO reflections and build curriculum to meet the stated goal (#20).</p>	<p>Building curriculum meets all/ supports the college strategic initiatives and outcomes. We use our Business Advisory Board, which not only helps us to give real time career needs for our students and non-traditional students.</p>

## IV. Learning Outcomes

### *Student Learning Outcome and Program Learning Outcomes Assessment*

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.
2. **Program Learning Outcomes** in this section will be updated annually and posted on the [Learning Outcomes](#) webpage.

• **Intended Program Outcome 1:** Students shall develop skills to interpret resource allocation through research in basic financial literacy skills, (computation) (critical thinking skills) by analyzing the data with understanding of communication/leadership local and in the global sphere of the business world. This is accomplished in writing and in their oral presentations.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input checked="" type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	Means of Assessment/Criteria for Success  <i>What are the criteria for success? What tools will be used to establish and measure success?</i>	Summary of Data: October 2011  <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011  <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>
<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	Students who have completed most business courses will be assessed at the end of the quarter by the presentation of any and all findings. . An 80% success rate would be a benchmark of success	Assessment is given at the end of each quarter. This meets and exceeds benchmark. (example)	Students seemed to struggle in accounting aspects of interpreting resource allocation data. More emphasis can be placed on these skills in the core courses of the program- Accounting, Economics, and Math.

• **Intended Program Outcome 2:** *As a result of these basic business experiences students then can develop strategies on to which area of business they may enter.*

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input checked="" type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input checked="" type="checkbox"/>

<p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	<p>Means of Assessment/Criteria for Success</p> <p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p>	<p>Summary of Data: October 2011</p> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p>	<p>Use of Results: October 2011</p> <p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p>
<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	<p><b>Again, students will realize success is not that easy. One can do anything they want but cannot do everything.</b></p>	<p><b>Findings to be summarized at the completion of the first academic year. Most students who transfer regardless of discipline realize they become responsible for themselves.</b></p>	<p><b>The hope is to see students succeed.</b></p>



<b>V. Departmental Engagement</b>		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Through our Business Department, we developed the <i>Foothill Entrepreneur Center</i> and have an active advisory board from our business community. Also, each of our faculty members is involved in the entrepreneur center and student success. We bring in guest speakers from the business community to collaborate with our students.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Since Fall 2007, we are constantly outreaching to other departments and collaborating with the entrepreneurial mindset.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Through the Foothill Entrepreneur Center, the Business, Economics, and Accounting Clubs, and our Business Plan Competition, we received donations from private donors and worked closely with high schools, business institutions, business organizations and other nonprofits that benefit our students through participation and collaboration.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	Currently we are collaborating with local high schools to outreach with our Business Plan Competition, whereby giving local students an opportunity to see what it is like to start a business.	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	Through the Foothill Entrepreneur Center and Business Department, we are members of national organizations, which collaborate in entrepreneurship sharing ideas, and curriculum to best meet the needs of our current student population and showcasing our Entrepreneur Center with Four year colleges.	
<b>Summary of Planning Goals and Action Plans</b>		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	We will continue to collaborate with businesses, high schools and universities to meet the needs of our students.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for

		<p>how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>	
<p>Support for Entrepreneur Center</p>	<p>The <i>Center</i> mission and objectives are clear. The College has an opportunity to develop currently enrolled business students into future leaders. The <i>Center</i> has an opportunity to create and facilitate local business and leadership outreach programs and to identify and motivate persons who may not have thought of attending Foothill College to start a new business and take advantage of new <i>Foothill Entrepreneur Center</i>.</p>	<p>The Entrepreneur <i>Center</i> is located in Room 5912 for the first two years of operation, with lectures and seminars held in various other classrooms or in the Student <i>Center</i>. We currently have an office that is staffed by business students and supervisor who run the <i>Center</i>.</p> <p>One faculty director - with business, economics, and accounting student volunteers - manage the <i>Center</i> activities and target and prioritize important and timely guest speakers.</p> <p>Future plans for the <i>Center</i> include a dedicated room with computers, printers, and research material for students and the community participant to use.</p>	
<p>Student Pay</p>	<p>For mentors and tutors in the Entrepreneur Center.</p>	<p>We serve over a hundred students per week and provide on a voluntary basis student mentors and tutors instructing students how to write a good critical thinking paper, business and marketing plan.</p>	
<p>Incubation support center.</p>	<p>For our community and students who desire to be creative and innovative in building their basic career and lifelong learning skills in business-starting a business.</p>	<p>With the Business Departments' Entrepreneur Center located in KCI; the need for actual working space for students is needed. Room 5912 (Foothill's Green-Tech Garage) would host small business start-ups.</p>	

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	We are members of and participated in the Association of Community Colleges for Entrepreneurship (NACCE), The Global Consortium of Entrepreneurship Centers (GCEC), the United States Association for Small Business and Entrepreneurship (USASBE), Churchill Club SVAMA.	
2. What opportunities does your department take to share professional development experiences with colleagues?	We collaborate with colleagues on an ongoing basis by sharing pedagogy and business issues.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Participating in workshops and seminars for the above listed organizations.	
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	Sharing ideas with the Business Departments Entrepreneur Centers Advisory Board. Continued memberships in organizations that share a common goal for business studies.	
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	There are various types of professional business development conferences to attend. Focused business education conferences can foster immediate improvement in classroom pedagogy.	
<b>Summary of Planning Goals and Action Plans</b>		
6. What are your goals with respect to professional development and how will those goals be measured?	To attend and provide workshops for the above mentioned organizations.	
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Conferences	To collaborate and communicate on specific issues and challenges in business.	To continue to work on incorporating student-learning outcomes into internships, and invite more business leaders as guest speakers to Foothill to bring “real life” examples to the classroom environment.

<b>VI. Professional Development</b>		
Industry-Outreach	To collaborate with the business community and to create curriculum meeting the needs of our business community.	Full-time business faculty needed to build bridges with our local and extended business community and regional business colleges.

## VII. Support Services

<i>Support Services</i>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	No	We need mentors and tutors in Business, Economics, and Accounting.
2. Are there sufficient college and departmental computer labs available to support this program?	No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	
7. Are general tutorial services adequate?	No	All tutors are on a voluntary basis and need student pay to help offset costs.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	Yes	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes	
<i>Marketing &amp; Outreach</i>		
11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	No	

12. What impact does the college or departmental website have on marketing your program?	We pay for our own website.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Yes, if we had money for more publicity to help raise funds and awareness of our programs.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Demonstration of how the Business Plan Competition can benefit any student.
<i>Programs, clubs, organizations, and special activities for students</i>	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	Through the Foothill Entrepreneur Center and the Business, Economics and Accounting Clubs, we have over a hundred and fifty active members on a quarterly basis. We have held two annual Business Plan Competitions giving 15,000 dollars in scholarships to the top teams.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	We have given away over 50 certificates of leadership in appreciation for students' assistance, and many of our students have entered some of the top business schools in the country as a direct result from their leadership skills.
17.	
<b>Summary of Planning Goals and Action Plans</b>	

<p>18. What are your goals with respect to support services and how will those goals be measured?</p>	<p>Our goal is to continue building on a success of our Business Department through our Entrepreneur Center by achieving the following.</p> <ul style="list-style-type: none"> <li>✓ Raise \$100,000 per year for the <i>Center</i> operation and scholarship programs. Continue fundraising for following years.</li> <li>✓ To secure physical space for our Green-Tech <i>Center</i>.</li> <li>✓ Continue to grow with community outreach promotion for the <i>Entrepreneur Center</i> and Green-Tech Garage.</li> <li>✓ Continue to target and develop participants interested in starting his/her own business</li> <li>✓ Build on our series of guest lectures and business student training seminars.</li> <li>✓ Build participants' leadership skills with guest lectures and training seminars.</li> <li>✓ Formulate timing of competitive challenges for students and community business participants.</li> <li>✓ Continue ongoing fundraising commitments.</li> <li>✓ Assess local business and government needs for personnel training.</li> <li>✓ Develop new courses to meet the needs of the community.</li> <li>✓ Solicit media and business attention to ongoing student and community competitions.</li> </ul>
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19. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Support for Entrepreneur Center	The <i>Center</i> mission and objectives are clear. The College has an opportunity to develop currently enrolled business students into future leaders. The <i>Center</i> is an opportunity to create and facilitate a local business and leadership outreach program to identify and motivate persons who may not have thought of attending Foothill College to start a new business and take advantage of new <i>Foothill Entrepreneur Center</i> .	<p>The Entrepreneur <i>Center</i> is located in Room 5912 and will move to the KCI July 1, 2010 at the center we provide lectures and seminars held in various other classrooms or in the Student <i>Center</i>. We currently have an office that is staffed by business students and supervisor who run the <i>Center</i>.</p> <p>Our Green-Tech Garage is needed to support innovation and creativity for student small business start-ups.</p> <p>One faculty director - with business, economics, and accounting student volunteers - manage the <i>Center</i> activities and target and prioritize important and timely guest speakers.</p> <p>Future plans for the <i>Center</i> include a dedicated room with computers, printers, and research material for students and the community participant to use.</p>
Student Pay	For mentors and tutors in the Entrepreneur Center.	We serve over a hundred students per week and provide on a voluntary basis student tutors and mentors showing students how to write a good critical thinking paper, business, and marketing plans.





## VIII. Career and Technical Education Programs

*Response to Labor Market Demand*

1. How does your program meet labor market demand? Cite specific examples and sources.

The Business Department along with our *Center* serves two primary constituencies – (1) students enrolled in Foothill College to develop their business skills while preparing them for greater educational success when they transfer to a four year educational institution, and (2) members of the local communities around Foothill who are interested in starting a business, growing an existing business, or learning more about entrepreneurship.

The Business Department along with our *Center* hosts seminars, workshops, and forum discussions presented by entrepreneurs, business leaders and other experts from the San Francisco- Bay Area, including Foothill faculty. The topics are on timely subjects of interest to Foothill students and members of the public, and are free to the public. The *Center* also provides business plan consulting services, training on select business related software, and access to information and resources necessary for small businesses to grow. These are also provided free of charge.

The Business Department along with our *Center* serves to facilitate the development of today's Foothill students into tomorrow's business and community leaders through education, community involvement and leadership training. As part of their *Foothill Experience*, students are provided with numerous opportunities to apply what they have learned in the classrooms into real life situations, thereby accelerating the development and integration of their knowledge base and skill-sets as they prepare to enter the workforce and/or as they prepare to go into business for themselves. These include research projects, mentoring of other students, assisting entrepreneurs and small business owners from surrounding communities, event planning, skills training, networking, and the business plan competition. The goal is to provide students with the hands-on experience they need to fully integrate what they have learned from their studies. The *Center*, in effect, acts as an entrepreneurship and business accelerator.

The Business Department along with our *Center* operates a business incubator located on the main campus of Foothill College. Over the past two years, the business incubator has assisted students in developing an e-business, a green tech charging station business, and several import-export businesses (selling products to companies such as Costco). The Business Department along with our *Center* also serves as an important marketing and recruitment tool for Foothill. Although Foothill is one of several two-year colleges in the country with its own entrepreneurship and business development center, it has a unique set of attributes that make the school an ideal education destination for students. The school's strategic location in the heart of Silicon Valley, its fine business curriculum, and the *Center* are attractive draws for bright international students planning on attending college in the United States, but who wish to start off their college careers in a two-year college. As a result, Foothill has one of the highest enrollments of international students for two year colleges in the country and a majority of those who attend Foothill major in one of the business related fields, such as business, marketing, accounting. The flagship of the *Center's* program is its highly successful and well received "Business Plan Competition" now going on its 4<sup>th</sup> year. This competition serves as a recruitment tool to attract not only international students, but also members of the local communities who are interested in starting their own businesses. The goal is to raise the awareness of community participants on the need for continuing education to develop and hone their skill-sets as they compete in today's new business environment. By exposing the students and community members to the changing dynamics of the business world, they learn what additional skills and knowledge they need to develop, and the additional classes that they can take at Foothill to build these skills.

2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	Currently, we are in the deepest recession since the great depression, yet we are in a valley of innovations and entrepreneurship where well prepared students can find jobs.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Currently, we are in the deepest recession since the great depression, yet we are in a valley of innovations and entrepreneurship where well prepared students can find jobs.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Between 15-20 dollars an hour.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Currently, we are in the deepest recession since the great depression, yet we are in a valley of innovations and entrepreneurship where well prepared students can find jobs and the numbers at this point in time are not reality.
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Yes
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	8a) Yes , 8b) Yes, 8c) Yes, 8d) Yes, 8e) Yes

<p>9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?</p>	<p>Yes, through <i>Foothill Community College Foundation</i>. \$10,000 for scholarship will be required annually. The <i>Centers'</i> operating budget is estimated at approximately \$100,000 per year. As faculty and students can only do so much to raise scholarship funds, the <i>Center</i> will rely on the Foundation for input and development of scholarship funds.</p> <p><i>Scholarships</i>. Clear guidelines will be established by a student/advisory committee to insure the winning person, or team, is deserving of the scholarship. The guidelines insure the winners will be chosen by local business community leaders.</p> <p><i>Business Plan Competition</i>. Driving numbers is part of the success in any venture. Opening the competition to the local community will enable the <i>Center</i> to develop targeted attendants to become part-time and full- time Foothill College students once they see the advantage they gain by taking Foothill business courses.</p> <p><i>The Center</i>. Provides resources to assist in writing a business plan, create an online marketing campaign, and obtain advice about contracts and business agreements. The <i>Center</i> staff assists with resources and match participants with local small business mentors for counseling.</p> <p><i>Advisory Committee</i>. The Advisory Board consists of a targeted cross section from leaders, business people –retired and active – in our surrounding community.</p>
<p>10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?</p>	<p>Exposure to the entrepreneurship and innovation through pre-collegiate non-credit courses will guide them to the program.</p>

11. How does this program prepare students for competitive employment?	As the <i>Center</i> moves forward, our marketing strategy will focus on an effort to attract new students to the campus and our business programs. This collaborative effort to build basic business skills and financial literacy will prepare our students to compete in a competitive business environment.	
<i>Advisory Board</i>		

12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.

### **Advisory Board**

Rhonda Abrams, President & Chief Entrepreneur, The Planning Shop

Nima Adelkhani: TheFunded.com | FounderInstitute.com | FounderShowcase.com

James Caldwell, Tri-Valley Workforce Development Association

Jean Chin, CEO, Global Certification

Trevor Claiborne, Marketing Manager, Google, Inc.

Bennett S. Dubin, Managing Partner, Asset Management Company

Jerry Engel, Lester Center for Entrepreneurship & Innovation, Haas School of Business

Susan Hinchman, Assistant Vice President  
Vice-Chair Wells Fargo San Francisco Bay Region Marketing

Gary Kalbach, Retired, El Dorado Venture Capital

Guy Kawasaki, Managing Director, Garage Technology Ventures

Harold K. Michael, Renaissance Management Services

Michael Millman, Vice President Wealth Management Services, Wells Fargo Bank

William Park, CEO, Infovell

Florian Pestoni, CEO, Stakkit.com

Elena Povero, Foothill College Alumni, Santa Clara Law School

	<p><u>Dr. Ramesh K. Rao</u>, Kudos Research</p> <p><u>Fabio Santini</u>, Stanford GSB June 08</p> <p><u>Donna Shoemaker</u>, former editor LA Times.</p> <p><u>John Shoemaker</u>, former EVP, Computer Systems, Sun Microsystems. Currently Board Chairman, Sonicwall, Inc</p> <p><u>Allen Speare</u>, Attorney At Law, Allen C Speare Law Offices</p> <p><u>Eva Woo</u>, Product Marketing Manager, Google Inc.</p> <p><u>T.Y. Dennis Wong</u>, Attorney At Law, International Contract Law</p> <p><u>Dr. Judy Miner</u>, President, Foothill College</p> <p><u>Kurt Hueg</u>, Foothill College Director of Marketing</p> <p><u>Richard Galope</u>, VP Workforce Development Foothill College</p> <p><u>Dean John Mummert</u>, Foothill College Business and Social Sciences Division</p> <p><u>Glenn Violett</u>, Business Instructor, Foothill College</p>
<p>13. List the dates and number of members attending of your most recent advisory board meetings.</p>	<p>Once to twice a year all of our Advisory Board Members meet. Last meeting was at the Business Plan Competition, April 21, 2010. Regularly, we have our Advisory Board members as guest speakers, advisors, or mentors to our students. We meet as needed to discuss business department issues as they arise.</p>



14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	Our Business Plan Competition. Expansion of our course offerings. Internships for our students, networking opportunities which provide students with real-life business situations.
<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional or national accrediting agencies?	Yes
16. What is the program's accreditation status?	Transfer, AA, CTE
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	NA
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	We have a high success rate of our business students who take the CPA exam after completing the upper-division courses.
19. What indicators does your program use to determine success of our students after completion?	We ask students to return as alumni advisory board.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	NA
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	Yes
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes
<b>Summary of Planning Goals and Action Plans</b>	
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?	We will continue to collaborate with businesses, high schools and universities to meet the needs of our students
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Support for Entrepreneur Center	<p>The <i>Center</i> mission and objectives are clear. The College has an opportunity to develop currently enrolled business students into future leaders. The <i>Center</i> is an opportunity to create and facilitate a local business and leadership outreach program to identify and motivate persons who may not have thought of attending Foothill College to start a new business and take advantage of the <i>Foothill Entrepreneur Center</i>.</p>	<p>The Entrepreneur <i>Center</i> in the KCI room 4015 and will temporarily move back to the business incubator room 5912 while HAVC is being replace in KCI. At the center we provide lectures and seminars held in various locations or in the Student <i>Center</i>. We currently have an office that is staffed by business students and supervisor who run the <i>Center</i>.</p> <p>Our Green-Tech Garage is needed to support innovation and creativity for student small business start-ups</p> <p>One faculty director - with business, economics, and accounting student volunteers - manage the <i>Center</i> activities and target and prioritize important and timely guest speakers in coordination with the Business Department Chair.</p> <p>Future plans for the <i>Center</i> include a dedicated room with computers, printers, and research material for students and the community participant to use.</p>
Student Pay-(\$25,000)	<p>For mentors and tutors in the Entrepreneur Center.</p>	<p>Since the beginning of the business plan competition in 2008 to the present date, over 300 students have participated in the business plan workshops; over 100 plans have been submitted for the business plan competition; 54 teams have made it to the pitch round (i.e., presenting their plans to investors); and, 15 teams have made it to the finals.</p> <p>Since its inception, over 300 students per quarter have come through the <i>Center</i>. Many of these business students eventually became peer-tutors or mentors at the <i>Center</i> for other Foothill students.</p>

Assistant Director of Center, Student Supervisor pay. First class business incubator for all disciplines at Foothill College	Operations for the next two years.	The Business Department in coordination with the Foothill Entrepreneur Center is seeking to raise \$250,000 for its continued operations and scholarship program for the next two years in conjunction with continued funding sources from, grants, businesses, and donations. The funds will provide the <i>Center</i> with greater financial stability and flexibility as it continues its mission to prepare our students and community to strengthen the economic infrastructure of the surrounding communities in Silicon Valley.	

## IX. Resource Planning: Personnel, Technology, Facilities, and Budget

### *Faculty*

- |  |  |
|--|--|
| 1. How does your <b>PT/FT ratio</b> impact the program?  | We have ranged from 1.90 to 2.24 over the last three years, but recently lost one of our fulltime business faculty                                       |
| 2. What staffing needs do you anticipate over the next four years. (Consider: <b>retirements</b> , <b>PDL</b> , <b>reassigned time</b> , <b>turnover</b> , growth or reduction of the program) | With the sudden death of one of our business colleagues, we will need and anticipate in hiring a new fulltime faculty in business in the next two years. |

### *Classified Staff*

- |  |   |
|--|---|
| 3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | As we grow our Department and Entrepreneur Center we will need classified staff to run the day-to-day operations. |
|--|---|

### *Technology and Equipment*

- |   |     |
|---|-----|
| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?   | No  |
| 5. Do you have adequate resources to support <b>ADA</b> needs in your physical and/or online courses and classrooms?  | No  |
| 6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain. | Yes |

### *Technology & Equipment Definitions*

- **Non-instructional Equipment and Supplies:** includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

### *Facilities*

7. Are your facilities accessible to students with disabilities?	<b>Yes</b>	
8. List needs for upgrades for existing spaces	We need new computers, printers, and projectors not only in our classrooms, but also in our Center,	
9. List any new spaces that are needed	A larger area for our Entrepreneur Center. Securing incubator space for a GREEN-TECH Center. (World Class Business Incubator for our students and community.	
10. Identify any long-term maintenance needs.	NA	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	For the Business Department yes, but for the Entrepreneur Center we will need future space.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes	
<i>Budget</i>		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	<b>For tutors and mentors-supervisors running the center on behalf the Business Department.</b>	
15. Are there ways to use existing funds differently within your department to meet changing needs?	We depend upon donations to operate our Entrepreneur Center.	
<b>Summary of Planning Goals and Action Plans</b>		
16. What are your goals with respect to resource planning and how will those goals be measured?	We will continue to collaborate with businesses, high schools and universities to meet the needs of our students	
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

<p>Support for Entrepreneur Center</p>	<p>The Business Departments and the <i>Center's</i> mission and objectives are clear. The College has an opportunity to develop currently enrolled business students into future leaders. The <i>Center</i> provides an opportunity to create and facilitate local business and leadership outreach programs to identify and motivate persons who may not have thought of attending Foothill College to start a new business and take advantage of our <i>Foothill Entrepreneur Center</i>.</p>	<p>The Entrepreneur <i>Center</i> is located in Room 5912 and will move to the KCI July 1, 2010 at the center we provide lectures and seminars held in various other classrooms or in the Student <i>Center</i>. We currently have an office that is staffed by business students and supervisor who run the <i>Center</i>.</p> <p>Our Green-Tech Garage is needed to support innovation and creativity for student small business start-ups.</p> <p>One faculty director - with business, economics, and accounting student volunteers - manage the <i>Center</i> activities and target and prioritize important and timely guest speakers.</p> <p>Future plans for the <i>Center</i> include a dedicated room with computers, printers, and research material for students and the community participant to use.</p>
<p>Student Pay</p>	<p>For mentors and tutors in the Entrepreneur Center.</p>	<p>We serve over a hundred students per week and provide on a voluntary basis student tutors and mentors showing students how to write a good critical thinking paper, business and marketing plan.</p>
<p>Classified Staff</p>	<p>To maintain our Entrepreneur Center</p>	<p>As we grow our Department and Entrepreneur Center we will need classified staff to run the day-to-day operations.</p>
<p>Business Department Brochure</p>	<p>For our students and community.</p>	<p>For publishing and cost to create the brochure \$5000</p>
<p>Department Website</p>	<p>For our Business Department and FEC.</p>	<p>Need \$4000 per year to support our website.</p>

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
<p>Foothill Business Department along with the Entrepreneur Center has been established and it successfully serves students and the communities near Foothill by providing the information, services, resources and educational programs needed to develop their business knowledge and skills as they join the workforce or continue with their education. The Center requires multi-year funding to be financially viable. The action plan is to \$250,000 from public and private sources.</p>	<p>24,000 Shortfall of 226,000</p>	<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	<p>Basic Skills Transfer Workforce Development CTE</p>
<p>Business Plan Competition continues to attract high caliber international and local students to Foothill. The maintain and expand this program requires \$15,000. The action plan to achieve this goal is to</p>	<p>4,000 ASFC 6,000 FEC</p>	<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	<p>Basic Skills Transfer Workforce Development CTE</p>

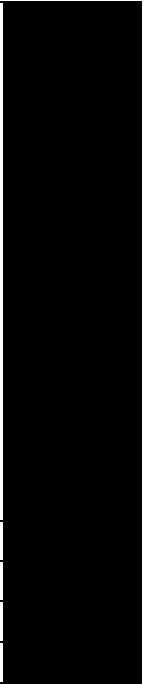

increase the scholarship awards.			
The Business Incubator has been established but it requires funding to market and bring startup companies to the incubator. Require computers, printers, Internet access, servers, etc.	-125,000 shortfall	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Computation</li> <li>• Critical Thinking</li> <li>• Community and Global Consciousness</li> </ul>	Basic Skills Transfer Workforce Development CTE
Guest lecture series  Training for Software	1,000 BEAC	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Computation</li> <li>• Critical Thinking</li> <li>• Community and Global Consciousness</li> </ul>	Basic Skills Transfer Workforce Development CTE
Leadership training	1,000 BEAC	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Computation</li> <li>• Critical Thinking</li> <li>• Community and Global Consciousness</li> </ul>	Basic Skills Transfer Workforce Development CTE

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.  
 Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

<b>Goal/Purpose – Current or Continuing</b>	<b>Resource(s) Requested</b> (Costs need to be included)	<b>Related Learning Outcomes</b>	<b>Related Strategic Initiative or Core Mission</b>
<i>Foothill Entrepreneur Center Director, Assistant Director, Student workers, Internships Part-time classified staff. Leadership training, Guest lecture series Training for Software</i>	\$100,000	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Computation</li> <li>• Critical Thinking</li> <li>• Community and Global Consciousness</li> </ul>	Basic Skills Transfer Workforce Development CTE
<i>Business Plan Competition</i>	15,000 per year	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Computation</li> </ul>	Basic Skills



		<ul style="list-style-type: none"> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	Transfer Workforce Development CTE
<i>Business Incubator</i>	<i>125,000 per year</i>	<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	Basic Skills Transfer Workforce Development CTE
<ul style="list-style-type: none"> <li>○ Full line of accounting, business, business law, and computer skills courses;</li> <li>○ Seminars in business plan development and guest lecturers to provide real-time insight in starting a business;</li> <li>○ A suite of software applications for small businesses;</li> <li>○ Personal computers with high-speed Internet access;</li> <li>○ A printer,</li> </ul>	<i>10,000 per year</i>	<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	Basic Skills Transfer Workforce Development CTE

copier and scanner for use at a nominal charge; <ul style="list-style-type: none"><li>Accounting and legal referral services.</li></ul>					
					
<i>Supervising Administrator Signature</i>					

*Completion Date December 1, 2010*

*Glenn Violett*