Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
    - Division representatives on the Program Review and Planning Committee
  - Office of Institutional Effectiveness

SUBMISSION:

Program: **BUS/MKT/RE**   Division: **BUSINESS**   Date: **11/30/2023**

☐ We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

☒ We have reviewed our most recent self-study and ***have identified*** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Gary T. Graves	Gary T. Graves	11/27/2023
Principal Author Signature	Printed Name	Date
Carlos Ayon	Carlos Ayon	12/1/2023
Dean Signature	Printed Name	Date

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

   > After August 15, you will be able to access PDF copies of your program's ISS data here: ISS_ISLO_Documents. The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

SUMMARY & FACTS ABOUT BUS, MKT, & RE PROGRAMS:

- The Institution Success Standard is set at **62% (0.620)**, and the completion standard at **74.1% (0.741)**.

- For the academic year (AY) 2022/23, the enrollments and respective success rates for each program are listed along with how they compare to the success standard:

  - Business (BUS): 5,151 enrollments, with a success rate of 57.0% (0.570), *which is 5% below the success standard. (needed to improve 258 students)*

  - Marketing (MKT): 1,077 enrollments, with a success rate of 53.3% (0.533), *which is 8.7% below the success standard. (needed to improve 94 students)*

  - Real Estate (RE): 954 enrollments, with a success rate of 61.7% (0.617), *which is 0.3% below the success standard. (needed to improve 3 students)*

- The completion rates for each program **exceed the completion standard**, with an actual completion rate of 76.1% for Business, 79.9% for Marketing, and 83.8% for Real Estate.

Students may not pass courses for several reasons, varying widely depending on the specific context and student population. However, some general factors might contribute to lower success rates, along with strategies to improve them.

Reasons and Ideas for Improving Low Success Rates

We discussed the reasons for low success with full-time and adjunct faculty and compiled this guiding document. Some of the ideas below can be discussed and implemented by faculty, and several of them are recommendations that require financial **($$)** approval.

1. **Academic Preparedness:**
   - Students may need to gain the foundational knowledge required for the course.
     - Over 30% of the students are over the age of 24, which could indicate they have not been in school for a while, which means they may have yet to take steps to prepare themselves to come back to school. They might need help with course material due to gaps in prior education.

     - To better understand our students, we believe we need to conduct an ethnographic study. Knowing their ethnicity, age, and pursuits needs to be more specific. We propose soliciting and following 100+ students to keep a video diary for a semester to understand better our students' lives and conditions of learning (https://www.usertesting.com/) **$$-#1**

     - Approximately 36% of students are First-Time students, yet we do not offer a formal First-Year Experience course. Even a 1-unit course offered in the summer before starting in the Fall could significantly improve our results. Pasadena Community College and many others offer this as they recognize the need to hand-hold and onboard students first entering the college system. The FYE initiative is excellent, but badges aren't enough; students could use the units to count toward their goals.

     - Use the First week to help students better understand Canvas, implement success strategies, and understand how their grade is determined.

2. **Study Skills and Habits:**
   - Poor time management and study habits can lead to underperformance.
     - We believe this to be one of the number one issues for under-performance. 80% of our students are working, and many have families. Again, FYE initiatives and better understanding of our students are needed.

   - Lack of understanding of how to study effectively for college-level courses.
     - Recommend and implement a 1-unit First Year Experience course for Business Students to better understand expectations, resources, and how to be a successful student; Something we can offer during summer sessions for incoming first-time students. We could also pilot a week-long workshop course and track those students' performance.

3. **Engagement and Motivation:**
   - Students may feel disconnected from the material or program.
     - This is likely due to students needing direction or a career plan. When you don't have a goal or plan, it can lead to dis-association with the materials. Getting students on track will help them understand why they are in our courses.

   - Students may lack intrinsic motivation or fail to see the course's relevance to their goals.

- ■ Same as above, but this could come from needing the proper support at home or work. How can we involve the family?
    1. A **"Bring Your Family to College Day"** could be an effective way to engage families. Here are some ways such an event could be structured to maximize its impact:
        1. **Information Sessions**: Provide information about the college experience, including academic expectations, financial aid, and the long-term benefits of a college education. This can demystify the process and show the practical relevance of higher education to career goals.
        2. **Workshops**: Offer workshops on how families can support their college students, such as understanding the challenges of college-level work and knowing about campus resources for tutoring, counseling, and career services.
        3. **Cultural Celebrations**: Include cultural celebrations or elements that resonate with the majority Hispanic community, fostering a welcoming and inclusive atmosphere.
        4. **Success Stories**: Highlight success stories from Hispanic alumni who can speak about their experiences, challenges, and how their families supported them.
        5. **Financial Aid Guidance**: Provide guidance on financial aid options, scholarship opportunities, and budget management for families concerned about higher education costs.
        6. **Classroom Tours**: Arrange campus tours with bilingual guides to help families feel more connected to the college environment.
- **Implement H.I.V.E. Gatherings**
    - ■ Standing for "**H**ornet's **I**nterdisciplinary **V**ocational **E**xploration"
    - ■ Our HIVE represents a place of activity and collaboration, much like a hornet's nest/hive, and ties in nicely with our Hornet theme. This is a showcase of knowledge by disciplines/courses every semester, asking every business division instructor/course and student to prepare POSTER Presentations dividing up months for different disciplines. This division-wide activity acts under the principle of EXPOSURE. Exposing students to other disciplines, topics, and potential careers. This becomes a common assignment in all division courses. *$$-#5*
    - ■ Alternative name: H.O.R.N.E.T. Days (Harmonizing Opportunities in Research, Networking, Enterprise, and Technology)

4. **External Factors:**
    - **Work, family, or personal responsibilities can limit the time and energy students have for their courses.**
        - ■ Flexible Scheduling:
            1. Offer more night and weekend classes. Provide online courses, hyflex, or hybrid models that combine online and face-to-face instruction.
            2. Promote how 8-week courses can help students achieve their goals faster.

        - ■ Academic Support Services:
            1. Establish tutoring centers with extended hours to accommodate working students.
            2. Create study groups and online forums to facilitate peer support.

3. Offer workshops on time management, study skills, and stress management.

- **Financial stress can distract from academic focus.**
    - Financial Aid and Scholarships:
        1. Increase awareness of financial aid options for part-time students.
        2. Offer scholarships for students with significant external responsibilities.
        3. Provide emergency financial assistance for unexpected life events.

5. **Instructional Quality:**
    - The course material or teaching methods may not be engaging or effective for all students.
        - Students sometimes struggle to apply concepts due to a lack of practical business experience. Simulations give students real-world experiences while allowing them to learn and experiment in the safety of the classroom. (https://hbsp.harvard.edu/search?type=Simulation&discipline=General+Management)

    - There might be a mismatch between instructional strategies and students' learning styles.
        - Full-time faculty have all the support we desire. Yet, adjuncts are the majority of our teaching faculty. We need to make A.C.U.E. or other training available for business faculty. (https://acue.org/) **$$-#2**

6. **Assessment and Feedback:**
    - Assignments and exams may need to accurately reflect students' understanding or allow them to demonstrate it.
        - **Diversify Assessment Methods:**
            1. Use various assessment types, including projects, presentations, portfolios, and reflective essays, in addition to traditional exams and quizzes.
            2. Allow students to choose from different assessments to demonstrate their learning in a way that aligns with their strengths when applicable.

    - Inadequate feedback can leave students with uncertainty about how to improve.
        - **Incorporate Peer Review and Self-Assessment:**
            1. Engage students in evaluating their work and that of their peers to foster a deeper understanding of course material and reflection on their learning process.
            2. For this to work, we must provide clear rubrics and criteria to guide these assessments.

7. **Support Services:**
    - Insufficient academic advising, tutoring, or mentoring services for students who need extra help.
        - **Expand Peer Tutoring Programs: $$-#3**
            1. Train and employ more student tutors who can provide additional support and may be more relatable to those seeking help.
            2. Encourage a culture of peer-led study sessions and collaborative learning.
        - We believe the following courses could benefit from embedded tutoring:
            1. BUS 101 F - (need tutors for more sections)
            2. BUS 111 F
            3. BUS 211 F
            4. BUS 112 F
            5. BUS 240 F

- Offer Faculty (and CLASSIFIED Staff) mentoring
  - Instead of or in addition to "office hours," allow faculty to take on 10-25 mentees that can be guided during their entire community college experience (ie – multiple years) – pay PE of 4 hours per student to connect and mentor during semesters. **$$-#4**

8. **Health and Well-being:**
   - Mental health issues such as anxiety and depression can affect academic performance.
     - Start a business social club that brings together students weekly.
   - Physical health problems can also impact the ability to study or attend class.
     - Offer more HYFLEX options to students. This requires specific classrooms with technology-enabled for Hyflex offering. We are just starting to pilot these types of classes.
   - For classes that start at 8:35 AM – Start a Daily stretch & coffee in the quad session at 7:55 AM – Help students be prepared to take on the day

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the *Global Awareness ISLO*, compare to Fullerton College's ISLO attainment?

   After August 15, you will be able to access PDF copies of your program's ISLO data here: ISS_ISLO_Documents. The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

First, the data/reports provided DOES NOT ALIGN with the ISLOs listed on our website.
(ie: Global Awareness: Students will be able to demonstrate an understanding of the world.
https://www.fullcoll.edu/wp-content/uploads/2023/03/Institutional-SLOs.pdf)

Here's a summary of the Success and Completion by Ethnicity:

- **Asian students** have an average success rate of about 71% and an average completion rate of approximately 85%.

- **Black/African American students** show a significantly lower average success rate of around 33% and a completion rate of about 53%.

- **Filipino students** have a success rate comparable to Asian students, at roughly 71%, with a very high completion rate of about 90%.

- **Hispanic students** have an average success rate of about 56% and a completion rate near 78%.

- **Native American students** is based on a small number (7 enrollments), show high rates similar to Asian and Filipino groups in success and completion.

From this data, we see that Black/African American students and Hispanic students have lower success rates compared to their Asian and Filipino counterparts. For Black/African American students, both success and completion rates are "Below Standard," while Hispanic students' success rate is below standard, despite a completion rate marked with a "+" indicating a better standard.

To address these gaps, we are exploring:

1. **Targeted Support:** Initiating tutoring, mentoring, and advising services designed explicitly for demographics showing lower performance to provide more personalized support.

2. **Cultural Competency Training:** Offering training for faculty and staff to better understand the challenges faced by these student groups and to foster an inclusive classroom environment.

3. **Engagement Initiatives:** Developing programs that actively engage students from underperforming groups, like student clubs, peer mentoring, or community projects, to build community and academic interest.

4. **Curriculum Review:** Evaluating the curriculum to ensure it meets the needs and interests of a diverse student body and exploring whether different teaching methods could be more effective.

5. **Feedback Systems:** Creating a system for regular feedback from students to understand their challenges and experiences, which can inform adjustments to teaching and support services.

Tactics (IDEAS) specifically for Native American students:

1. **Incorporate Native American Perspectives into Business Education:**
   - The Business Division could review its curriculum to include case studies and business practices relevant to Native American history and enterprises. This approach ensures that course content resonates with Native American students' experiences and promotes diversity in business education.

   - A Native American Business Student Association could be formed to foster a community for Native American students where they can connect, share experiences, and receive peer support.

2. **Foster Connections with Tribal Communities:**
   - The Business Division could partner with local tribal leaders and Native American business entities to create internship opportunities that align with the students' cultural backgrounds and professional interests.

   - A scholarship fund could be set up with the support of tribal organizations to assist Native American students pursuing business studies financially.

3. **Enhance Support for Native American Student Success:**
   - The Business Division commits to recruiting advisors (BUSINESS ADVISORY COMMITTEE) with a background in or understanding of Native American culture to provide culturally informed academic and career advice.

   - Retention initiatives specific to Native American students could be developed, focusing on the unique challenges these students face, with strategies to support their continuous enrollment and success.

These steps will evaluated by Fullerton College's Business Management Department as part of our dedication to inclusive education and the success of our diverse student body.

Tactics (IDEAS) for Black/African American students:

1. **Create a Black/African American Business Student Network:**
   - The Business Division could establish a network for Black/African American students pursuing business studies to provide mentorship, academic support, and professional development opportunities.
   - This network could also host events, workshops, and guest lectures that cater to the interests and needs of Black/African American students, promoting a supportive community and professional networking.
   - Invite the Black Chamber of Commerce to get involved on our campus

2. **Enhance Academic and Career Advising for Black/African American Students:**
   - The Business Division could ensure that advising services are sensitive to the challenges faced by Black/African American students. Advisors trained in cultural competencies will provide guidance tailored to these students' aspirations and circumstances.

   - A mentorship program connecting students with Black/African American alumni and local business leaders will be developed to foster role models and guide career paths.

3. **Support Services Focused on Cultural Relevance and Resilience:**
   - The Business Division could collaborate with relevant departments and cultural groups on campus to create seminars and resources that address the intersection of cultural identity and professional life.

   - Workshops on navigating the professional world, handling bias, and developing resilience will be offered, aimed at empowering Black/African American students within the academic and future business environments.

By evaluating these strategies, Fullerton College's Business Management Department commits to fostering an inclusive atmosphere that not only addresses academic needs but also supports the broader educational and professional success of Black/African American students.

Tactics (IDEAS) for Hispanic students:

1. **Launch Bilingual Business Support Initiatives:**
   - The Business Division could offer tutoring, mentoring, and advising services in both English and Spanish to accommodate the language preferences of Hispanic students, ensuring they receive the support they need in their language of comfort.

   - Workshops designed to build business communication skills could be provided in a bilingual format, helping to bridge any language gaps and reinforce understanding of business concepts.

2. **Cultural Inclusion and Curriculum Enhancement:**
   - Course offerings and content could be evaluated and updated by the Business Division to reflect the cultural diversity and experiences of the Hispanic community, engaging Hispanic students with relevant examples and case studies.

   - Events and programs could be organized to celebrate Hispanic contributions to business, inviting successful Hispanic entrepreneurs and business leaders to speak and interact with students.

3. **Engage Hispanic Families in the Educational Process:**
   - The Business Division could develop outreach programs to engage with the families of Hispanic students, providing them with the knowledge and tools needed to navigate the college system and to understand the importance of business education.

   - Informational sessions on financial aid, scholarship opportunities, and the benefits of higher education for career development could be provided, with an emphasis on making these resources accessible to Spanish-speaking families.

These initiatives by Fullerton College's Business Division aim to enhance the academic success of Hispanic students by ensuring that they have the support, resources, and community engagement necessary to thrive in their business education.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request:

#1 - Ethnographic Study

To better understand our students, we believe we need to conduct an ethnographic study. Knowing their ethnicity, age, and pursuits needs to be more specific. We propose soliciting and following 100+ students to keep a video diary for a semester to understand better our students' lives and conditions of learning (https://www.usertesting.com/) **$$**

Step B: Answer the following questions:

1. **Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?**
   This resource request is imperative to process now due to recent shifts in our student demographics and the evolving educational landscape. Understanding these changes in real time is crucial to adapt our teaching methodologies and support services promptly. Delaying this study to the next comprehensive program review could result in missed opportunities to enhance student engagement and learning outcomes in the immediate future.

2. **How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?**
   Allocating resources to this ethnographic study will significantly enhance our program by providing detailed insights into our students' backgrounds, challenges, and learning preferences. These insights will enable us to tailor our curriculum, teaching methods, and support services more effectively, leading to improved student engagement, retention, and success. It will also help in identifying and bridging gaps in our current approach, ensuring a more inclusive and effective learning environment.
   - *Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc. - NO*

3. **How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?**
   This resource allocation aligns closely with our college's mission to provide inclusive and adaptive education. By gaining a deeper understanding of our students' diverse backgrounds and needs, we can better fulfill our commitment to equity and excellence in education. The study supports our strategic initiatives aimed at enhancing student success and retention. It directly relates to our program's goals for improvement, as stated in our last program review, by providing the necessary data to inform our strategies and decision-making processes.

Step C: Complete this chart with details of the request:

#1 - Ethnographic Study

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	$15,000	Setup a contract with userttesting.com to monitor opt-in students for one semester.
Total Requested Amount:	$15,000	

Part 2: Additional Resource Request Reasoning and Support

For <u>each</u> separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request:

#2 - Association of College and University Educators (ACUE) teaching certification for adjuncts

Full-time faculty have all the support we desire. Yet, adjuncts are the majority of our teaching faculty. We want to make available ACUE or other training for business faculty. (https://acue.org/)

Step B: Answer the following questions:

4. **Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?**
   It is essential to process this request now rather than during the next comprehensive program review because adjuncts constitute the majority of our teaching faculty. Given the significant role they play in student education, equipping them with ACUE certification immediately will enhance the quality of instruction and support student learning more effectively. Delaying this initiative may perpetuate gaps in teaching quality between full-time and adjunct faculty. This is a year-long training. We offer to 15 adjuncts, guided by a full-time faculty person. We will track success rate before and after the training.

5. **How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?**
   By allocating resources for ACUE certification for our adjunct faculty, we will significantly enhance the quality of our educational offerings. This training will equip adjuncts with evidence-based teaching practices, leading to improved classroom engagement, better learning outcomes, and potentially higher student retention rates. The certification will also ensure a more consistent teaching standard across the board, aligning adjunct faculty capabilities more closely with those of full-time faculty.
   - *Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc. - NO*

6. **How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?**
   Offering ACUE certification to adjunct faculty aligns with our college's mission of providing high-quality, inclusive education. It supports our strategic initiative to enhance teaching effectiveness across all faculty ranks. This initiative also aligns with our program's goals for continuous improvement in teaching quality as outlined in our last program review. By investing in our adjunct faculty's professional development, we are reaffirming our commitment to academic excellence and equity in educational opportunities for all instructors.

Step C: Complete this chart with details of the request:

#2 - Association of College and University Educators (ACUE) teaching certification for adjuncts

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	$34,425	ACUE training for 15 business division adjuncts.
Total Requested Amount:	$34,425	

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request:

#3 - Expand Peer Tutoring Programs

Train and employ more student tutors who can provide additional support and may be more relatable to those seeking help.
Encourage a culture of peer-led study sessions and collaborative learning.
We believe the following courses could benefit from embedded tutoring:
BUS 101 F - (need tutors for more sections)
BUS 111 F
BUS 211 F
BUS 112 F
BUS 240 F

Step B: Answer the following questions:

7. **Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?**
   This resource request needs immediate processing due to the pressing need for enhanced academic support in our business courses. As evidenced by course feedback and performance data, students in BUS 101 F, BUS 111 F, BUS 211 F, BUS 112 F, and BUS 240 F are experiencing challenges that could be effectively addressed through expanded peer tutoring. Implementing this initiative now rather than waiting for the next comprehensive program review allows us to provide timely support to students, potentially improving their performance and engagement in the current academic year.

8. **How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?**
   Expanding the peer tutoring program will directly enhance our program's services and positively impact student learning and achievement. Training and employing more student tutors for these specific courses will provide additional, relatable support, helping students grasp complex concepts and improve their academic performance. Furthermore, encouraging a culture of peer-led study sessions and collaborative learning fosters a more engaging and supportive educational environment, which can lead to better learning outcomes and higher student satisfaction.
   - *Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc. - NO*
9. **How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?**
   Expanding the peer tutoring program aligns with our college's mission to foster an inclusive and collaborative learning environment. It supports our strategic initiative of enhancing student success and retention, particularly in foundational business courses. This initiative is also in line with our program's goals for improvement, as identified in the last program review, which emphasized the need for increased academic support and student engagement. By investing in peer tutoring, we are not only enhancing academic support but also cultivating leadership and teaching skills among our student tutors, thereby contributing to their personal and professional development

Step C: Complete this chart with details of the request:

#3 - Expand Peer Tutoring Programs

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	$7,500	$750 stipends for 10 peer tutors
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	$7,500	

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request:

#4 - Offer Faculty (and CLASSIFIED Staff) mentoring

Instead of or in addition to "office hours," allow faculty to take on 10-25 mentees that can be guided during their entire community college experience (ie – multiple years) – pay PE of 4 hours per student to connect and mentor during semesters.

Step B: Answer the following questions:

10. **Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?**
    Processing this recommendation now, rather than during the next comprehensive program review, is crucial due to the immediate and long-term benefits of mentoring relationships in a community college setting. Establishing these mentor-mentee connections early can significantly impact student retention, engagement, and success. As our student body continues to diversify and face various challenges, the support and guidance from mentors become even more essential. Immediate implementation ensures that current and incoming students benefit from this support throughout their community college journey.

11. **How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?**
    Implementing a mentoring program will substantially enhance our program services. Faculty and staff mentors can provide invaluable guidance, support, and resources to students, particularly in navigating academic and career pathways. This one-on-one mentoring can help address individual student needs more effectively than traditional office hours. Moreover, mentoring has been shown to positively impact academic performance, increase student engagement, and foster a sense of belonging, which are critical factors in student achievement and retention.
    - ***Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc. - NO***
12. **How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?**
    Offering faculty and classified staff mentoring aligns closely with our college's mission to provide a supportive and inclusive educational environment. It supports our strategic initiatives of improving student success and retention. Mentoring relationships are known to help students navigate the challenges of college life, which is particularly important for community college students who may be balancing education with other responsibilities. This program also aligns with our goals for enhancing student support services, as stated in our last program review, by providing a more personalized and holistic approach to student development.

Step C: Complete this chart with details of the request:

#4 - Offer Faculty (and CLASSIFIED Staff) mentoring

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	$44,000	$55 * 4 (hrs) * 20-faculty ($220 per student)
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	$44,000	

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request:

#5 – Implement H.I.V.E. Gatherings

Standing for "**H**ornet's **I**nterdisciplinary **V**ocational **E**xploration"
HIVE represents a place of activity and collaboration, much like a hornet's nest/hive, and ties in nicely with the Hornet theme. This is a showcase of knowledge by disciplines/courses every semester, asking every business division instructor/course and student to prepare POSTER Presentations dividing up months for different disciplines. This division-wide activity acts under the principle of EXPOSURE. Exposing students to other disciplines, topics, and potential careers. This becomes a common assignment in all division courses.

Step B: Answer the following questions:

13. **Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?**
    The immediacy of this request stems from the rapidly evolving educational landscape and the increasing need for interdisciplinary learning. Implementing **H.I.V.E. Gatherings** now, rather than waiting for the next comprehensive program review, is crucial to maintain our competitive edge and meet the current demands of our students. This initiative aligns with emerging educational trends emphasizing creativity, collaboration, and real-world applications, which are increasingly important for student success in the modern workforce.

14. **How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?**
    Allocating resources to **H.I.V.E. Gatherings** will significantly enhance our program by fostering an interdisciplinary environment that encourages creative thinking and practical applications of knowledge. This initiative will provide students with opportunities to engage in collaborative projects, enhancing their learning experience beyond traditional classroom boundaries. By showcasing their work, students gain practical experience in presenting and communicating their ideas, which are essential skills in any career. This exposure to different disciplines and career paths can inspire students and help them make informed decisions about their future.
    - *Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc. - NO*
15. **How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?**
    This resource allocation aligns closely with the college's mission of providing innovative and high-quality education. **H.I.V.E. Gatherings** directly supports strategic initiatives focused on enhancing student engagement, fostering creativity, and preparing students for diverse career paths. Furthermore, it aligns with our program's goals for improvement, as outlined in our last program review, which emphasized the need for more collaborative and interdisciplinary learning experiences. This initiative not only enhances our program but also contributes to the broader vision of the college in shaping well-rounded, industry-ready individuals.

Step C: Complete this chart with details of the request:

#5 - Implement H.I.V.E. Gatherings

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies	$10,000	Food for two events and Poster supplies for students
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	$10,000	