



2017-18

Instructional Program
Review

Business Administration

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0. PREFACE: PROGRAM EVALUATION SUMMARY

The Continuous Innovation and Improvement Committee (CIIC) provided the following feedback:

0A. OVERALL PROGRAM EVALUATION

Weighted average: 3.50. This scores between developed (program exhibits evidence that planning guides programs and services selection that supports the College) and highly developed (evidence of ongoing, systematic use of planning in selection of programs and services).

0B. DEPARTMENT STRENGTHS

Strengths listed in feedback included committed advisors, dedicated program lead, transferability and partnerships with high schools and universities, effective use of budget and resources.

0C. DEPARTMENT WEAKNESSES

Shift in enrollment and completions.

0D. RECOMMENDATIONS FOR IMPROVEMENT

- Work with institutional research to identify data indicating why some students do not finish.
- Narrow list of electives to better align with career communities.
- Continue pursuing strong goals that have been set.

1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

Program goal details are noted below under the specific strategic initiative that they support. Details on these goals are from budget presentations from 2016-19 and the program strategic plan from 2014-17 and 2017-18. The status of these goals has also been reported through board of education reports, which have been submitted at least five times each year since 2016. Please note that similar goals have been combined to eliminate redundancy, so the language may vary if compared to each specific source.

Improve Prosperity

- Improve student success and prosperity by providing opportunities for students to gain industry certifications or acknowledgements.
 - Four Retail Management Certificate graduates were recognized in 2018 by the Western Association of Food Chains (WAFC) and given access to WAFC professional career resources.
 - Research is in process.
- Increase student success and prosperity by streamlining and enhancing transfer agreements with universities.
 - Program faculty met directly with Oregon Tech, SOU, and Linfield department chairs and/or faculty to update transfer guides and validate acceptance of transfer coursework, resulting in a streamlined process for students.
 - Updated articulation agreements are in process with EOU, Oregon State, and University of Oregon.

Improve Access

- Improve student access through a variety of instructional delivery formats and additional support for high school students.
 - All program coursework required in the Business Administration program (both the management emphasis and the marketing emphasis) has been fully developed in distance education format as well as face-to-face.
 - Direct involvement with area high schools' business faculty and programs through annual Business Skills Academy (2017 was the eleventh year for this event), tailored high school classroom visits, participation in high school career fairs, and participation in three CTE instructor appraisal committees (Lost River, Eagle Ridge, and Henley).
- Improve student access and timely completion of program degrees by monitoring effectiveness of curriculum maps and making scheduling changes as appropriate.
 - This goal is ongoing as part of regular review with program faculty and the career community to which this program belongs.
- Improve student access by increasing use of open educational resources in appropriate program courses.

- Open educational resources (low- or no-cost resources) have been implemented in two program courses (BUS 285/BUS 272) with a plan to develop at least one more in BUS 150 in Summer Term 2018. There has also been a dedicated attempt to select low-cost textbooks in other required program courses, with the most recent decision made in BUS 249 for Spring 2018. The program lead is working closely with an OER publisher to develop an OER that would be appropriate for BUS 101 - *Intro to Business*, which is the most common business-related dual credit course. The hope is that this OER could be accepted throughout the area high schools, again reducing textbook costs and enhancing the course alignment for BUS 101.

Enhance Reputation for Excellence

- Enhance program reputation through use of increased student feedback and business club activities.
 - The first business administration student focus group was held on May 18, 2018. Feedback from that focus group is currently being reviewed, and the plan is to include a comparable activity in each spring term.
 - Program faculty have advised a student business club for more than 12 years, first known as Students in Free Enterprise (SIFE), which changed seven years later to Phi Beta Lambda (PBL). Seven PBL members competed at the state level in 2017, and two students moved on to the national level in June 2017. This generated positive local press and resulted in an invitation for KCC PBL to participate in the Washington/Oregon competition in February 2018. PBL was also awarded CTSO grants for three years due to high performance at the state level; these grants (totaling almost \$7,000) were applied to state/national conference expenses.
- Enhance program visibility and reputation through more targeted program advisory committee membership.
 - A plan is in process at this time to restructure the program advisory committee to include more targeted industry membership while also maintaining good partnership with high school business faculty who also participate. The membership for Fall 2018 will include WorkSource Klamath, Express Professionals, Chamber of Commerce, Pacific Crest Federal Credit Union, Fred Meyer, two additional industry representatives, the Small Business Development Center Director, and one representative from the high school business program consortium.

Increase Community Partnerships

- Improve local industry networks to increase opportunities for student hands-on experience.
 - Individual meetings have been held with management at Fred Meyer and Albertsons to increase student participation in the Retail Management Certificate. Faculty presented information about the certificate at staff meetings held by WinCo Foods in Medford, OR in Summer 2017. The purpose was to encourage managers-in-training to enroll in KCC's online certificate program.
 - Faculty have worked closely with the Small Business Development Center, both in conducting workshops for the Small Business Management program and also in promoting entrepreneurial opportunities for KCC students. A total of six program students actively participated in the Klamath IDEA Talks in April and May of 2018; four students reported that they gained new networking skills and connections, and one student reported that she has a tentative offer of an internship opportunity with Harry and David's in Medford, OR.

Improve Use of Thoughtful Planning

- Strategically plan for improvements in staffing, resources, and instructional quality.
 - Program faculty have worked closely together on course content and outcomes guides (CCOG) review, program updates, curriculum redesign, and teaching strategies with the goal of improving the effectiveness of the student experience. Each faculty has worked with the Center for Teaching and Learning to improve course construction and enhance student activities. Feedback from students regarding BUS 250, for example, resulted in a team project revision to be effective Summer 2018. Two faculty coordinated closely on improvements to BUS 238 offered in Winter 2018. One new adjunct faculty has been added in 2017, and she has been carefully mentored in regard to KCC policies and best teaching practices.

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☐ Yes

☒ No

With two exceptions, all goals from the past three years have been met, are ongoing (and were stated that way), or were moved to another program (goals related to the Web Design for Marketing certificate moved with the certificate to the new Digital Media Design program).

Two previously set goals that have not been met include the goal of improving information about student success after graduation and offering industry certifications for students in business-related areas. The program lead has experimented with an online survey and informal collection of student success after KCC graduation, but with limited success. At this time, there is a college-wide effort to establish systems to collect and report this data.

Industry certifications for Business Administration content have been challenging to locate; current options being evaluated include a project management certification offered by PMI and an entrepreneurship and small business certification offered by Certiport Business Fundamentals. Industry certifications to measure technical skill assessment are always desired, though this goal was primarily intended for the Web Design for Marketing Certificate when it was included in the Business Administration program and was related directly to certifications in web design and Adobe products.

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

Two-Year Associate of Applied Science Degree

The Business Administration AAS Degree is offered to students seeking employment in occupations related to business functions such as management, marketing, retail, human resources, and sales. Technical core coursework in accounting, management, personal finance, business law, and computer applications is required, in addition to selection of either the Emphasis in Business Management or the Emphasis in Marketing. All coursework required in this degree is available both in the traditional

classroom and also online through distance education. Please note that schedules will vary based on which option you select.

The first year of the AAS degree program offers technical specialty coursework and completion of prerequisites. The second year covers a broad range of skills, including those necessary for diversification and upward mobility within the occupational area.

Business Management Emphasis

An emphasis in business management is most appropriate for students interested in general business management or ownership; it can lead to promotional opportunities for students already employed in a business occupation or with substantial background in that industry or management. This AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in business or a closely related area.

Marketing Emphasis

Coursework in marketing is most beneficial for students who are specifically interested in marketing-related occupations such as sales, advertising, retail management, purchasing, or other marketing functions. The AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in marketing.

Business Administration Business Management Certificate

Business Administration certificates are offered to students seeking employment in occupations related to business functions such as management, marketing, retail, human resources, and sales. The AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in a related area.

A one-year certificate of completion can provide the foundation necessary for entry-level business occupations and can also be the first stage of completion for a student who then wants to continue on and complete the AAS. This certificate can also provide supplemental education for students in other programs who desire to graduate with general business knowledge as well.

Program coursework focuses on the fundamental areas of business, including management, accounting, marketing, international business, finance, business law, economics, and use of computers in business operations. Theory and current trends are explored, and numerous opportunities exist for practical application of concepts to actual organizational situations. Business ethics and workplace dynamics are addressed throughout this program with strong focus on professional communication and interpersonal skills.

Business Administration Marketing and Sales Certificate

Business Administration certificates are offered to students seeking employment in occupations related to business functions such as management, marketing, retail, human resources, and sales. Coursework in

marketing is most beneficial for students who are specifically interested in marketing-related occupations such as sales, advertising, retail management, purchasing, or other marketing functions. The AAS is typically the best option for students who plan to continue their education and complete a bachelor's degree in marketing. A one-year certificate of completion is available in marketing and sales. This certificate can provide the foundation necessary for entry level marketing occupations, and can also be the first stage of completion for a student who then desires to continue on and complete the AAS.

Another option is completion of the Retail Management Statewide Certificate, designed to teach specific industry recognized skills that are vital for those interested in management throughout the retail industry. Please refer to the description of the Retail Certificate for additional information. Students choosing to focus on any certificates should work very closely with their advisor to select the appropriate coursework.

Business Administration First-Line Supervisor Fundamentals Career Pathway Certificate

The Career Pathway Certificate in First-Line Supervisor Fundamentals (13 credits) provides students with foundational skills required for supervisory positions. These skills relate to human relations in the workplace, computer technology applications, business and professional communications, and general management principles.

With this industry-driven certificate, those who wish to enter occupations in retail, food service, banking, and related areas can enhance their employability by completing this coursework; individuals already working in these occupational areas can complete this certificate to enhance their promotional opportunities or increase their professional development.

The First-Line Supervisor Fundamentals Certificate is also the first step toward completing higher-level certificates and degrees. It includes the first four courses required in the Retail Management Certificate and also reflects coursework in the AAS in Business Administration. This certificate is also available both in the classroom and fully online.

Students are encouraged to consider college preparatory coursework in writing and computer keyboarding if needed. Contact Program lead Linda Davenport to discuss your career goals and to learn more about this industry-recognized statewide certificate.

Business Administration Retail Management Statewide Career Pathway Certificate

The Retail Management Certificate (26 credit hours) was created at the request of the Western Association of Food Chains (WAFC) and is currently offered at community colleges throughout Oregon and other states. According to WAFC, "The certificate's curriculum was developed out of a collaborative effort between several food industry and college professionals and encompasses several business essentials, including the 'soft skills' of management and communication required for career success in the retail food industry." Industry representatives work closely with community colleges throughout Oregon to keep this certificate as current and relevant as possible, and updates have been made as of March 2015 that are reflected in the list of coursework below.

Leaders in retail and the service industry agree that the need for a skilled workforce has never been more critical, and this certificate provides a foundation in education that is most significant to those entering retail or service, or desiring to advance to management in their current environment. All courses required to complete this certificate are available online in order to offer additional scheduling options for students who are already attempting to balance family and work responsibilities. Klamath Community College is one of the few colleges in Oregon to offer this certificate fully online!

Students are encouraged to consider college preparatory coursework in math, writing, and computer keyboarding if needed. Contact Linda Davenport, program lead, to discuss your career goals and learn more about this industry-recognized statewide certificate!

2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.

The program description accurately reflects the program's overall goals at this time. The Business Administration program has a dynamic technical core that represents primary workforce skills as identified by the Program Advisory Committee and WAFC Statewide Retail Management Consortium. The management emphasis represents a balance of required workplace skills and also courses that are consistently identified by the universities as necessary transfer courses for students entering their business programs (primarily Oregon Tech and SOU). The marketing emphasis is primarily intended for non-transferring students, so the coursework has been carefully selected and updated as needed to reflect skills vital to general marketing occupations. For example, BUS 261 - *Consumer Behavior* was identified as a potential gap by program advisory committee members and subsequent comparison to other community colleges lead to the decision to develop and add that course as a program requirement in 2017. Feedback from program advisory committee meetings during the 2017-18 year included encouragement to make certain Google Docs, Skype for Business, Outlook, and best practices for using social media in business were included in required program content; this feedback will be carefully considered and changes will be made as appropriate.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

Labor market information for business-related occupations varies substantially due to the sheer array of employment opportunities for students with business degrees. Examples from 2017 graduates from the KCC Business Administration program include employment as a casino manager, retail supervisor, office manager, kitchen supervisor, library assistant, and insurance agent, in addition to at least three graduates who are pursuing independent business ventures.

With this in mind, research from State of Oregon Employment Department Quality Information accessed on May 23, 2018 includes the following as an example:

Supervisors and managers of retail sales workers: Employment in this occupation in 2014 was much larger than the statewide average for all occupations. The total number of job openings is projected to be much higher than the statewide average number of job openings for all occupations through 2024. This occupation is expected to grow at about the statewide average growth rate for all occupations through

2024. (This data was consistent with related areas such as retail workers, sales managers, and supervisors and managers of office and administrative support workers.)

Approximately 40% of the students surveyed each term in BUS 101 state that they are pursuing entrepreneurship and opening their own business upon completion of their business degree. According to the 2018 Small Business Profile published by the U.S. Small Business Administration (www.sba.gov), 99.4% of Oregon Businesses are “small businesses” with the greatest opportunities in accommodation/food services, health care, and retail trade. Students who indicate this interest are immediately connected with the Small Business Development Center for guidance, support, and research related to their business interests. No data is currently available regarding the number of businesses that have been established by graduates from this program.

2C.I. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

☒ Yes

☐ No

Demand for graduates in business administration has seemed to shift slightly toward the need for bachelor's degrees or higher, with fewer growth opportunities related to banking or related professional areas that graduates with associate degrees often focused on. According to the Oregon Job Vacancies in 2017 report published on May 1, 2018 by State of Oregon Employment Department Quality Information, substantial vacancies existed across leisure and hospitality, administrative, retail trade, professional and technical services, and others, with an average hourly wage across those industries of \$17.82. Occupational opportunities in several areas do appear to exist, and lack of “soft skills” is often identified as a significant concern by employers in general (and confirmed by program advisory committee feedback). With that in mind, the Business Administration program has increased focus on team skills, interpersonal communication, customer service, and human relations skills throughout several required program courses in an attempt to help address those concerns and enhance employability factors for program graduates.

2C.II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

Future projections across business-related occupations appear to demonstrate an increased need for skills in critical thinking, technology, and effectively working with others (as noted above). Feedback from local employers in addition to the program advisory committee indicates increased interest in short-term certificates with targeted industry-relevant coursework, and options to provide content in seminar-style format is being explored. Skills in project management and specific social media tools have been identified as in high demand by employers in Klamath Falls, and coursework in those areas is also being reviewed. Business administration has seemed to always be a good place to start in college for students who are interested in non-specific, business-related occupations, and the assumption is that this program will continue to attract students who change over to accounting, digital media design, computer engineering technology, etc. as they gain more knowledge about specific business-related opportunities.

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

Several changes have been made to the Business Administration program in the previous five years.

Changes to program requirements and options: at the request of KCC Administration, the AAS degree credit requirement was reduced from 95 to 90 to allow for more streamlined completion and alignment with other KCC CTE degrees. The one-year Marketing and Sales Certificate credit requirement was reduced from 49 to 45 credits, again to better align with other KCC certificates. The Web Design for Marketing Certificate and Web Design Specialist Career Pathway Certificate were moved to the new Digital Media Design program, and the First-Line Supervisor Fundamentals Pathway Certificate was added as an option primarily designed for incumbent workers desiring to prepare for supervisory roles. The First-Line Supervisor Fundamentals Pathway Certificate includes four of the courses required in the Retail Management Certificate; both certificates meet requirements established by the Western Association for Food Chains (WAFC) Statewide Retail Management Consortium.

Curricular changes related to technology: BUS 131 - *Intro to Computer Applications* has been updated to CAS 133 - *Intro to Computing Skills* (required for all program students), and CIS 206 - *Intro to Information Technology* was created in conjunction with Oregon Tech faculty as a directly relevant science/math/computer science option and a direct-transfer course.

Curricular changes related to degree requirements: technical core requirements for the AAS Business Administration degree have remained the same. Required coursework for the business management emphasis was updated by eliminating BUS 203 - *Intro to International Business* and CAS 216 - *Word Processing* (both remain as elective options) to allow for additional elective options based on student career and transfer plans. Required coursework for the marketing emphasis was updated to include BUS 238 - *Sales and Sales Management* and BUS 261 - *Consumer Behavior*.

Curricular changes related to program courses: as a component of ongoing assessment, course content and outcomes guides (CCOGs) for several program courses have been revised and updated. During the CCOG review for BUS 238 - *Sales*, it was determined that the course needed substantial updating to better meet transfer requirements and student needs; the course description and content were revised and the course name was changed to BUS 238 - *Sales and Sales Management*. In addition, each program course is updated for relevant content each term it is offered and the Program lead works closely with program faculty regarding structural changes to program courses as needed. Due to a direct request from the Business Program Advisory Committee in 2016, BUS 178 - *Customer Service Fundamentals* was created and added as an elective option in the Business Administration program. BUS 239 - *Advertising* was eliminated as a program course due to the need to focus on more directly relevant program content.

Instructional changes related to this program: numerous changes have been made in regard to staffing, course design, and delivery. Careful evaluation of part-time faculty resulted in staffing changes, and new part-time faculty were added to the program. The entire AAS Business Administration degree was approved for online delivery (the management emphasis was one of the first fully online programs offered at KCC, and the marketing emphasis was approved for online delivery in 2016). Every program course is

now fully developed in Canvas, and ongoing assessment of program and course outcomes continues each term. Part-time faculty are directly involved in this assessment process, in the actual design of their courses, and in the selection of their textbooks. A significant attempt has been made to use textbooks that are low cost or available at no charge to students; as of May 16, five program courses require an open educational resource (OER) textbook that is available for free. Every attempt is made to eliminate or reduce costs for students, and only one program course (BUS 206) requires a course fee of \$30 to cover the cost of the Myers-Briggs Type Indicator that is built into course content.

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

As of May 2018 there is one full-time faculty and three part-time faculty members who represent the Business Administration program. Due to the nature of the required degree coursework, students completing this program degree will also take courses from the full-time accounting program lead/faculty, the full-time business technology program lead/faculty, and at least two additional part-time faculty members.

3A.II. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

Faculty in the Business Administration program are ideally required to have a minimum of a master's degree in their field, though other combinations of education and experience can be considered (please see the KCC instructor approval form for all available options). Faculty are also encouraged to continue their education through ongoing professional development related to both their industry and also best practices in teaching methods and course design.

Each full-time and part-time faculty in the Business Administration program currently meets or exceeds the minimum degree qualifications, with fifty percent clearly exceeding the qualifications. The full-time faculty member holds a master's degree in management; one part-time faculty holds an MBA; another part-time faculty holds an MBA in addition to a second master's degree; the third part-time faculty is a practicing attorney and active member of the Oregon State Bar.

3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

Full-time faculty has participated in professional conferences and workshops offered through Society of Human Resource Management, American Marketing Association, American Management Association, Consulting Psychologist Press (required as a Myers-Briggs practitioner), Teaching Professor, and in leadership training as part of professional development offered by FBLA-PBL, Inc. This faculty has also completed extensive workshops and trainings related to teaching strategies, using technology in the

classroom, class management, course development for both face-to-face and online course creation and delivery, and resources for effective student advising. A complete list can be provided as needed.

Part-time faculty have primarily completed ongoing professional development related to course design, using classroom technology, and teaching strategies; some specific examples include Quality Matters courses, Applying Rubrics, and Best Practices in Online Delivery. A complete list can be provided as needed including a list of completed mandatory professional development required by the Oregon State Bar for the part-time faculty who is employed as an attorney.

Professional development opportunities for all faculty are readily available and continuously offered in both life and distance education formats. Faculty are invited throughout each term and between terms to participate in trainings provided by KCC's Center for Teaching and Learning and the KCC Faculty Senate. One-on-one training sessions can be scheduled as needed.

There has been significant impact to the program instruction, design, and delivery as evidenced by all program coursework being fully developed in Canvas and instructed through face-to-face, online, hybrid, and synchronous delivery by program faculty. The conversion to Canvas required a substantial commitment to learning the new technology, and each program faculty has reported a strong confidence level with that learning management system.

3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐ Yes

☐ No

☒ Somewhat

The current faculty composition is effectively meeting program needs, and additional interested applicants are available if staffing changes are necessary. Course scheduling each term is being effectively met with the current program faculty.

While faculty are fully qualified in their subject areas, each program faculty has indicated the need for ongoing instruction and skill development related to classroom technology, online course development, and effective classroom strategies. The program lead will continue to work closely with faculty to assist in identifying specific needs and securing resources through Faculty Senate and options provided by the KCC Center for Teaching and Learning. Funding for professional development is available for full- and part-time faculty through the KCC Faculty Senate.

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

(See [Appendix B](#) for standard classroom and synchronous classroom instructional technology.)

KCC provides the latest instructional technology, trainings and support to all faculty. Classroom instructional technologies are exceptional and all program faculty report confidence in effectively using this technology for course delivery.

3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

Coursework for this program is primarily delivered through the Workskills Technology Center (Building 8), and facilities are technologically advanced, user friendly, well designed, and well maintained.

3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

Instructional needs for this program are being fully met through access to this technology. In addition, the addition of Information Services (IS) staff in each primary building has added to the ability to diagnose and address classroom technology concerns in a very efficient manner. In addition to resources available in other buildings, students in the Workskills Technology Center have access to quiet study areas with computer/prINTER access and IS staff available to assist as needed.

3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

Instructional materials are very effectively meeting the needs of program faculty and students through the use of carefully selected textbooks and course resource materials. Instructional support is provided by primary publishers, such as Cengage, and access to open educational resources has created a new array of no- and low-cost, high-quality materials for program students. Resources are also carefully selected to support student use beyond the classroom and in their workplaces, so industry input is solicited and implemented whenever possible.

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

The KCC library's holdings of and access to information resources are sufficient to support the Business Administration program and the needs of students in the program. The library's print and digital collections and online subscriptions are continually developed, according to library best practices to serve these changing needs.

As of Winter 2018, the library houses a total of nearly 7,000 books and videos. Currently, the KCC LRC collection includes 358 books and 28 videos in business subject areas. Of these items, 159 were added since 2015. This collection is focused on business topics covered in the program curriculum, e.g. human resources, accounting and finance, leadership, marketing, small business, and computer applications to business. The library also manages a collection of textbooks provided by high schools for checkout by high schools offering KCC courses and many of these are texts for business courses. As a member of the Sage Library Consortium, KCC shares a catalog with other Sage libraries. This provides KCC students, faculty, and staff with interlibrary loan access to books in 77 libraries in Eastern and Central Oregon.

Access to e-books, reports, videos, and full-text articles in business-related magazines, journals, and newspapers is provided via Library subscriptions to online databases, including Business Source Premier and Regional Business News from EBSCOhost, and Small Business Collection, Business Economics and Theory, Business Collection, Business Insights: Global, and Small Business Resource Center from Gale Cengage. In combination, these databases, in addition to others containing full text of popular/consumer publications with significant business content, provide full-text access to approximately 15,000 current business-related publications.

3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

The LRC Tutoring Center provides supplemental instruction on a drop-in basis for individual students and study groups. Tutors provide help with coursework for business classes and for other classes commonly taken by business administration students, including mathematics, writing, and computer skills. Online tutoring in business and many other subjects is available 24 hours a day, seven days a week, free of charge to KCC students through TutorMe.

Data are not currently available to specifically show the extent of business administration student use of tutoring and e-tutoring, but in calendar year 2017, the Tutoring Center log indicated totals of 75 hours of tutoring for 86 individual students in ACC- and BUS-designated classes and the TutorMe log indicated 20 hours for 9 individual students in accounting or business. For both modes of tutoring delivery, many of the students receiving tutoring in business also received tutoring in non-business subjects.

3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

Proctoring KCC course exams in the Testing Center frees up class time for instructional activities and offers scheduling flexibility for students taking the tests. In addition to proctoring KCC class tests, the Testing Center provides placement testing, exams for college credit, and business-related licensing and certification exams, such as the State of Oregon Tax Preparer and Microsoft Office Specialist exams.

Data are not currently available to specifically show the extent of business administration student use of Testing Center services, but the Testing Center log shows that, in calendar year 2017, 532 tests were administered and proctored for ACC- and BUS-designated classes.

3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

Program faculty have supported and advised a business club for students for over 12 years, first as Students in Free Enterprise and seven years changing over to Phi Beta Lambda. Extensive support services are in place through ASKCC and Student Life for these club activities. The business club is intended as an opportunity for program students to develop business-related skills and create or enhance their professional networking and career opportunities. Business students also participate in other campus clubs and are frequently invited to join Phi Theta Kappa.

Program advising is a vital component for this program and is addressed by the program lead and other designated advisors. Curriculum maps have been carefully created to streamline the advising process for students taking courses on campus, online, or a combination of both. Strategies have been identified for first-term advising based on placement in math and writing, and general advising reminders and recommendations are shared throughout primary business courses each term. Each student is required to meet with their advisor prior to enrolling each term; this is carefully coordinated if students are assigned to TRiO or Veterans Services for program advising. Students who are intending to work toward university transfer are offered support through articulation agreements, transfer guides, and other resources to create timely completion of program requirements that may include waivers and substitutions of coursework when appropriate to best address the needs of their transfer schools. Students who desire to open a business are encouraged to work closely with the Small Business Development Center and related resources, and students intending to secure employment are supported by onsite staffing from WorkSource-Klamath and other employment-related entities.

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

All program faculty use Canvas for delivery of program coursework delivered face-to-face, online, synchronous, and in hybrid format. Each faculty has been trained in Canvas tools and applications and works closely with the Center for Teaching and Learning for assistance in course design. All program coursework is available in both face-to-face and online versions to meet student needs, and courses are offered in synchronous delivery when requested. Faculty continue to experiment with hybrid delivery when appropriate based on student demand and term scheduling.

4. EFFECTIVENESS

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

4A.I. COURSE LEARNING OUTCOMES (CLO)

3A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

During the 2017-18 academic year, the first year of a five-year student learning outcomes assessment plan, the Business Administration program assessed outcomes at the course and program level.

At the time of this review, four Business Administration program courses have been assessed for course learning outcome achievement. Of those, 50% reported that students achieved proficiency in the outcomes selected for assessment.

4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

All CCOGs are scheduled for review on a three-year cycle. During the term the CCOG has been selected for revision, program leads determine if revisions to outcomes and content are necessary. If so, leads works closely with the assessment and curriculum coordinator. Once a draft is created, leads bring the CCOGs to their advisory committees for feedback. Once feedback is given and incorporated, CCOGs are published.

4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

The following courses had outcomes revised because it was the beginning of the three-year cycle, and these were the most frequently offered classes:

BUS 101	BUS 214	BUS 224	BUS 233	BUS 250
BUS 206	BUS 223	BUS 226	BUS 238	BUS 285

4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

100% of courses assessed made changes to instruction. Examples of changes made in instruction include:

BUS 101: I will start with the exact model in Week 1 and reference that model consistently throughout the term.

BUS 285: After completing prior assessment of this course, I made the decision to require the reading and quizzes at the start of the week. That has proven to be beneficial to this course. Note that this course was evaluated through both the face-to-face and online versions to allow for comparison of CLO assessments across modalities.

4A.II PROGRAM LEARNING OUTCOMES (PLO)

4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Three program learning outcomes were scheduled to be assessed in 2017-18. The assessment results for one of those outcomes will be reported at the end of Spring Term.

Of the two program learning outcomes that have had results reported, 100% showed student proficiency in the outcome assessed.

4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Of the two program learning outcomes that have had results reported, 50% of the instructors made adjustments to instruction, which included:

CAS 170: Quicker feedback given to students regarding items missed on tutorial grading rubrics. Students can fix their errors and resubmit the tutorial.

4B. STUDENT SUCCESS

4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

See [Appendix D](#). Fall enrollment trends for this program have remained consistent at 74 to 75 students for the previous two years, following a spike in enrollment in 2015 of 88 students. The drop after 2015 could in part be due to the elimination of the Web Design for Marketing Certificate, which was offered in an evening cohort and then revised and shifted to the new Digital Media Design program beginning in the 2015-16 academic year. The ten initial cohort students began in Fall 2013 and completed in Winter Term and Spring Term of 2015. A limited number of students each year also begin in the Business Administration program but then change to either accounting or business technology as they gain exposure to these related areas.

It is always the desire of the program lead to grow the Business Administration program, and numerous opportunities are taken advantage of throughout the year to promote and encourage enrollment. One specific strategy is working with specific high school students in selection of dual credit coursework and encouragement of certificate completions. (Please note that there are at least three high school seniors who will need less than one year at KCC to complete their AAS degrees, but they are not counted in the “enrolled students” totals.) This involves careful advising and relationship building with both the students and their high school faculty and/or counselors. Another strategy is a plan being developed to work closely with KCC Workforce Development staff in creating a cohort plan for incumbent workers to complete the First-Line Supervisor Fundamentals Certificate in Fall 2018.

Close coordination is also in place with related CTE such as the Culinary Arts Food Service Management program and the Computer Engineering Technology program to attract students who would benefit from completing coursework in both areas. Program faculty are working closely with the culinary program lead to incorporate additional business courses into the culinary curriculum and also to provide training opportunities for business students. Faculty in the Business Administration program and Computer Engineering Technology program have worked closely to create transfer degree options that combine coursework in a practical industry-relevant option (approval is pending at this time).

4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

(See [Appendix D.](#)) The degree awarded trends are a concern, primarily as no specific reasons are apparent for the low number. As of May 22, 2018, a minimum of 23 petitions to graduate have been completed for Business Administration program students to complete in Summer Term or Fall Term 2018. This number also includes seven IPEDS cohort students who will be successfully completing within the required time.

Anecdotal data collected directly from students has shown a tendency for Oregon Promise students to enroll in the Business Administration program with the intent of attending KCC for a year or less and then transferring to the university level. In many cases, these students focus primarily on transfer coursework and do not complete sufficient requirements to earn even a certificate. In at least two cases that this faculty is aware of, those students have since returned to KCC and have stated that they intend to complete their degree.

Strategies to address these trends currently include more focused advising, additional reminders to program students about completion of certificates as part of focus on AAS options, and strong encouragement of students to take advantage of completion initiatives such as “15 to Finish” beginning Summer Term 2018. Another strategy is more focused cooperative work experience projects (typically completed during a student’s last term) to generate excitement about completing the Business Administration degree. Careful planning is already in place to tailor these projects around student career interest/skill enhancement, such as a project completed during Spring Term 2018 that involves working in a taxidermy setting.

A business administration student focus group was held for the first time on Friday, May 18, 2018 with the hope of discovering more about what helps a Business Administration program student be most successful; the resulting data is currently being reviewed and the program lead intends to incorporate this focus group activity into every Spring Term.

4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

Students enter the Business Administration program from high school through a variety of methods that primarily include dual credit, College Now, and enrollment in college courses through both online and face-to-face delivery. There remains strong concern about general lack of program advising at the high school level, which results in students who often arrive at KCC with coursework that is not fully targeted toward a program completion. As such, the program lead attempts to work closely with high school business faculty to identify and create clear paths for high school students to follow that will lead to the most efficient progression toward a KCC certificate or degree. The success of this attempt varies by high school. All presentations made to high school students and faculty by the program lead include strong reminders of the value of completing the certificate or AAS at KCC as part of the path to OUS; very often high school students express surprise that the community college coursework transfers directly to the

university level. New programs such as Oregon Promise offer strong incentives for students to enroll in and complete coursework at the community-college level.

Conversations are held during the first faculty advising appointments regarding the student's plans to transfer on to the university, and degree planning is then centered on working toward that goal. Students are encouraged to connect with their transfer schools during their degree progress at KCC to make certain they are in good alignment for the most successful transfer. Program faculty document the student plans and share a variety of materials (articulation agreements, transfer guides) with the students to help keep them reach their academic goals.

4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

☒ Yes

☐ No

There has been a substantial shift in support for high school students to complete college-level coursework and numerous opportunities now exist. In addition, several area high schools require a certain number of college credits as part of graduation, which has encouraged solid participation in dual credit and related programs. This is exciting for the Business Administration program and KCC in general, but only if the course selection is well managed and advised with degree/certificate outcomes in mind. Another direct impact has been the retirement and movement of several high-school faculty in the business areas; some of the strongest supporters of program alignment have retired, but new energy is being dedicated to creating new paths and partnerships. The projected outcomes sound positive, though time is needed to see actual results.

4C. STUDENT ENGAGEMENT AND SATISFACTION

4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

See [Appendix E](#). Students have expressed concern over scheduling that result in them being strongly encouraged to take courses in online or face-to-face methods when that is not their preference. As a result, the curriculum maps for the program are being re-evaluated each year to determine if updates are needed. Requests for additional courses or courses offered in different instructional methods are communicated directly to VP Jennings for her review. A recent example was BUS 285 offered in Winter Term 2018. This course was scheduled in face-to-face format, but substantial student requests for an online version resulted in both being offered. Enrollment was high in both classes (18 in the face-to-face and 26 in the online version). An additional ongoing challenge is scheduling for Summer Term as student interest varies significantly. Face-to-face courses offered during the past two summer terms have had significantly lower enrollment than those offered online; as a result, the decision was made to increase the distance education offerings for Summer Term 2018 and evaluate the effectiveness of that plan in the

following term. Students frequently express frustration about lack of affordable textbooks and materials; as noted previously, program faculty are researching and implementing OERs whenever they are deemed the most appropriate resource.

4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Several changes were implemented in actual courses based on student course evaluation data. Conversations were held with program faculty regarding increased consistency in late work policies, and more targeted faculty feedback and discussion forum participation by faculty in online courses was encouraged. Student concerns about challenges related to team projects in BUS 250 were addressed by creating more options for students to complete primary projects on an individual basis. Student concerns about workload in BUS 249 and BUS 178 were evaluated and addressed by revising the curriculum and assignment expectations and assigning both courses to a new adjunct faculty member. Feedback from the student focus group held on May 18, 2018 is being reviewed with the hope that additional student concerns can be addressed through ongoing evaluation and revision of course requirements.

4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

Not available at this time.

5. BUDGET

5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Cost margin data for the available reporting periods is summarized below:

2014-15: \$16,741
2015-16: \$6,003, representing 5%
2016-17: (\$21,722), representing -19%

The trend here is clearly a concern, and ongoing conversations have been held with KCC Institutional Research regarding more detail to support these numbers. Considerations at this time include the scheduled offerings of lower enrollment courses in particular terms that were necessary due to a full revision of the program curriculum maps and also the decision to pay a workload reduction of four credits to an adjunct faculty member to assist in PBL club advising. The program lead is very anxious to address this negative trend and is hopeful that 2017-18 data will be far more positive due to careful scheduling and higher enrollment in primary program coursework. There will be minimal impact to program revenue related to the upcoming tuition increase as primary program coursework does not typically contain labs or combined format structures, which will show the greatest increase in revenue from tuition.

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

The Business Administration program was selected for a viability study to be completed in Spring Term 2018; the first scheduled meeting is June 5, so no information is available at this time.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

The Business Administration program works off a very conservative budget each year; no increase was asked for in the 2018-19 budget requests. Costs to the students are also kept as low as possible, with only one program course (BUS 206) requiring a course fee (\$30 to cover use of the Myers-Briggs), and several courses use low cost textbooks or OERs as appropriate.

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

While there are always numerous areas to improve, this program tends to be strongest in:

- Program reputation including partnerships with transfer schools: Anecdotal evidence based on conversations with university faculty and chairs, in addition to feedback from local industry and statewide organizations, indicates that this program is recognized as being of quality in effectively supporting student goals. Feedback from student graduates (especially those who have successfully transferred on to the university level) shows a consistent belief that they were well-prepared for their next academic and career stages.
- Committed student-centered advising: We don't just meet with students; we strategize with them! Advising focuses on a balance between program requirements and individual student needs, and we help students create a plan to complete their program as quickly as possible with the least amount of debt as possible by utilizing prior coursework, waivers, and substitutions whenever they are most appropriate.
- Relevant coursework: Program requirements are evaluated through several filters during the year, including feedback from the program advisory committee, local employers, transfer schools, and students, and also comparisons to other community college business programs. Program revisions are made very carefully and in close coordination with related CTE program requirements.
- Availability of program courses in both face-to-face and distance education options: Students can complete in either format or in a combination of both, which is increasingly common.
- Qualified faculty: All program faculty have substantial direct experience in subject areas that they teach and work to remain current in their skills and knowledge. Each faculty is also committed to selecting resources, textbooks, and course design that support the adult learner while also balancing costs and industry relevance.

6B. DESCRIBE PROGRAM WEAKNESSES.

Program weaknesses are addressed whenever possible to eliminate barriers for students and/or challenges to successful completion of program outcomes. Significant weaknesses include the following:

- Low number of program completers: Though the exact reasons for this are unknown, one possibility is that many program students attend part time to accommodate work schedules and family demands; this reduces the number of students graduating within the required timeframe. Changes related to the advising structure and scheduling are in process to help increase the number of successful graduates beginning with 2017-18.

- Strong industry opportunities for students: A constant challenge for the program lead is to develop relationships with local employers that result in student learning opportunities and employment.
- Increased implementation of technology: It is vital that students graduate from this program with solid skills in the technology that they will be using in the typical workplace. There are several computer applications such as Google Docs and Publisher that could be embedded into the program; these are being carefully considered in the 2018-19 academic year. The use of technology in project management is also a program need, and several options are being explored.
- Lack of industry-driven or technical skills assessments: There are clear advantages to offering industry-recognized certifications as part of any degree. However, there are limited options available related to business at the associate level.
- Balancing scheduling around face-to-face and distance education: While it is viewed as a benefit to students to offer coursework in both formats, it is also an ongoing challenge to schedule courses in a manner that works best for all students. Invariably a few students prefer a course in face-to-face format, for example, during the term it is scheduled to be offered distance education only. Options are always being explored!

6C. DESCRIBE SUPPORT NEEDED.

- Changes to the overall advising structure: These are already in process through creation of career communities and approval for program lead to advise all program students.
- Access to graduate survey information: This is being addressed as a college-wide initiative.
- Flexibility in scheduling and balancing face-to-face with distance education course delivery. This is already being addressed through careful consideration each term by Academic Affairs.

6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

Several new goals are in place for the next reporting cycle:

- Access
 - Research and implement an open educational resource in at least one additional program course.
 - Monitor and evaluate student completion timelines to determine if additional scheduling changes are necessary (this will be addressed in close coordination with the accounting and business technology program leads).
- Excellence
 - Evaluate advisory program committee membership and make revisions as needed to assure relevancy and connection to program needs.
 - Host student focus group in Spring Term to solicit feedback from program graduates.
 - Coordinate with KCC marketing/webmaster to enhance Business Administration program website and include student success stories and other relevant highlights.
- Prosperity

- Coordinate with Oregon Tech and the KCC Computer Engineering Technology program to finalize transfer agreement that combines business management and computer program coursework.
 - Coordinate with Eastern Oregon University to update articulation agreement and transfer guidelines.
- Community
 - Create list of program-related employers and pursue direct contacts and worksite visits to encourage employment opportunities for students.

Coordinate with WorkSource Klamath to identify and secure at least three additional cooperative work experience sites for business students.

7. APPENDICES

7A. LABOR MARKET DATA

7A.I. NATIONAL

Occupation Title	SOC Code	Employment 2016 (thousands)	Employment 2026 (thousands)	Employment change, 2016- 2026 (thousands)	Employment change, 2016- 2026 (percent)	Occupational openings, 2016-2026 annual average (thousands)	2016 median annual wage
Market research analysts	<input type="text" value="Search"/>						
Total, all occupations	00-0000	156,063.8	167,582.3	11,518.6	7.4	18,742.0	\$37,040
Market research analysts and marketing specialists Show/hide Example Job Titles	13-1161	595.4	733.7	138.3	23.2	77.1	62,560

Occupation Title	SOC Code	Employment 2016 (thousands)	Employment 2026 (thousands)	Employment change, 2016- 2026 (thousands)	Employment change, 2016- 2026 (percent)	Occupational openings, 2016-2026 annual average (thousands)	2016 median annual wage
Administrative services m	<input type="text" value="Search"/>						
Total, all occupations	00-0000	156,063.8	167,582.3	11,518.6	7.4	18,742.0	\$37,040
Administrative services managers Show/hide Example Job Titles	11-3011	281.7	310.2	28.5	10.1	26.2	90,050

7A.II STATE/LOCAL

**Area Employment Projections
for Market Research Analysts and Marketing Specialists**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,852	6,308	1,456	30.0%	146	58	204
Central Oregon	148	197	49	33.1%	5	2	7
Clackamas	432	576	144	33.3%	14	5	19
Columbia Basin	11	14	3	27.3%	0	0	0
Columbia Gorge	70	88	18	25.7%	2	1	3
Douglas	12	14	2	16.7%	0	0	0
East Cascades	227	288	61	26.9%	6	3	9
Eastern Oregon	19	25	6	31.6%	1	0	1
Lane	319	409	90	28.2%	9	4	13
Linn-Benton	98	106	8	8.2%	1	1	2
Mid-Valley	172	204	32	18.6%	3	2	5
Northwest Oregon	119	142	23	19.3%	2	1	3
Portland Tri-County	3,563	4,710	1,147	32.2%	115	42	157
Portland-Metro	3,093	4,102	1,009	32.6%	101	37	138
Rogue Valley	157	189	32	20.4%	3	2	5
South Coast	21	23	2	9.5%	0	0	0
Southwestern Oregon	31	37	6	19.4%	1	0	1

**Area Employment Projections
for Administrative Services Managers**

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,274	3,707	433	13.2%	43	61	104
Central Oregon	109	134	25	22.9%	2	2	4
Clackamas	229	263	34	14.8%	3	4	7
Columbia Basin	51	54	3	5.9%	0	1	1
Columbia Gorge	58	64	6	10.3%	1	1	2
Douglas	49	51	2	4.1%	0	1	1
East Cascades	231	260	29	12.6%	3	4	7
Eastern Oregon	93	96	3	3.2%	0	2	2
Lane	289	328	39	13.5%	4	5	9
Linn-Benton	161	172	11	6.8%	1	3	4
Mid-Valley	415	457	42	10.1%	4	8	12
Northeast Oregon	20	20	0	0.0%	0	0	0
Northwest Oregon	162	170	8	4.9%	1	3	4
Portland Tri-County	1,828	2,086	258	14.1%	26	34	60
Portland-Metro	1,610	1,835	225	14.0%	22	30	52
Rogue Valley	125	137	12	9.6%	1	2	3
South Central	57	61	4	7.0%	0	1	1
South Coast	40	42	2	5.0%	0	1	1
Southeast Oregon	23	22	-1	-4.3%	0	0	0
Southwestern Oregon	75	81	6	8.0%	1	1	2

7B. STANDARD CLASSROOM TECHNOLOGY

STANDARD CLASSROOM INSTRUCTIONAL TECHNOLOGY

- 75-inch HD interactive display or HD projector
- Interactive whiteboard
- Sharelink content sharing/collaboration system
- Computer
- 22-inch interactive pen monitor
- HD document camera
- Blu-ray/DVD player
- Room audio system
- 5-inch LCD touch panel user interface or MLC input selection interface
- Presentation switcher

SYNCHRONOUS CLASSROOM INSTRUCTIONAL TECHNOLOGY

- 75-inch HD interactive display
- Interactive whiteboard
- Two 70-inch HD displays
- Two HD PTZ video conferencing cameras
- Sharelink content sharing/collaboration system
- Computer
- 22-inch interactive pen monitor
- Document camera
- Room audio system
- 5-inch LCD touch panel user interface or MLC input selection interface
- Video conference server
- Presentation switcher

7C. BUSINESS ADMINISTRATION PROGRAM ASSESSMENT 2017-18

COURSE LEARNING OUTCOMES ASSESSMENT

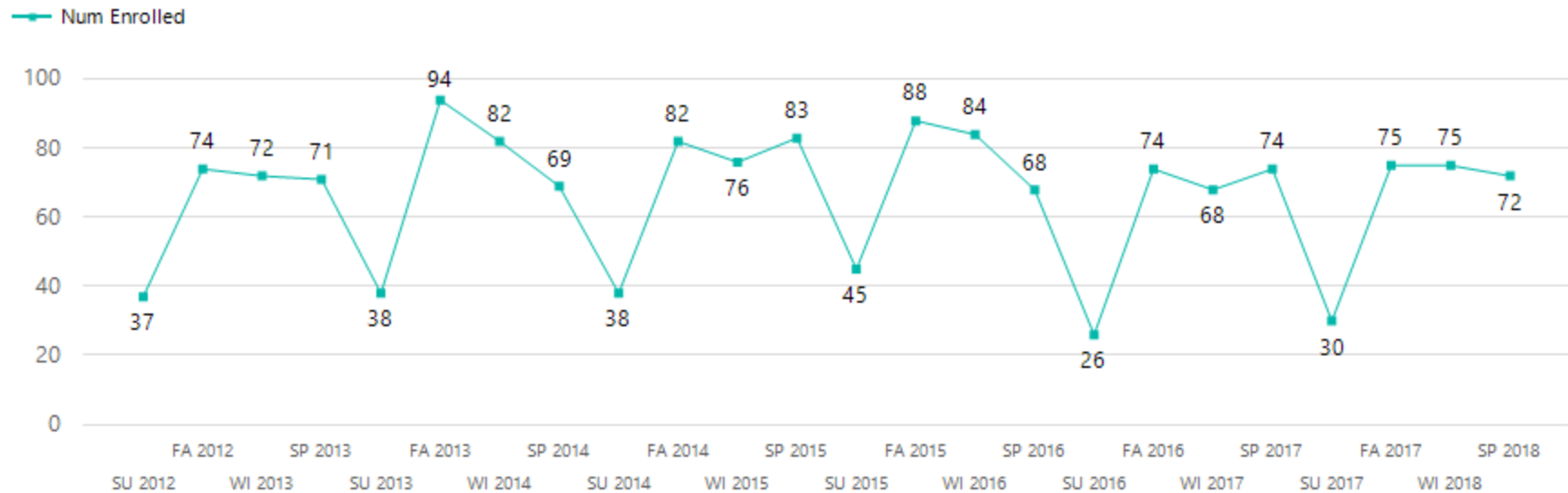
Course	Term	Instructor	Outcome	Proficiency	Target Met?	Adjustments?
BUS 101	Fall	Davenport	Summarize the elements of the business environment and related impact on performance.	53%	No	Yes
BUS 285	Winter	Davenport	Examine typical workplace scenarios involving human behavior and determine the most effective techniques to apply in those scenarios.	88%	Yes	Yes
BUS 250	Winter	McMann	Identify the responsibilities and duties related to managing a small business.	67%	No	Yes
BUS 224	Winter	Oden	Explain the forms of sexual harassment and how to avoid being the victim or perpetrator of them.	78%	Yes	Yes

PROGRAM LEARNING OUTCOMES ASSESSMENT

Course	Term	Instructor	Outcome	Proficiency	Target Met?	Adjustments?
BUS 226	Fall & Winter	Oden	Explain the primary components of general business law, including the court system, contracts, principal/agent law, common business structures, and human resources activities as they relate to standard business operations.	88%	Yes	No
BUS 223	Fall & Spring	Oden	Explain marketing concepts as they relate to the primary functions and competitive advantage of a business or organization.	TBD	TBD	TBD
CAS 170	Fall	Saunders	Use technology and software applications effectively for common business operations.	84%	Yes	Yes

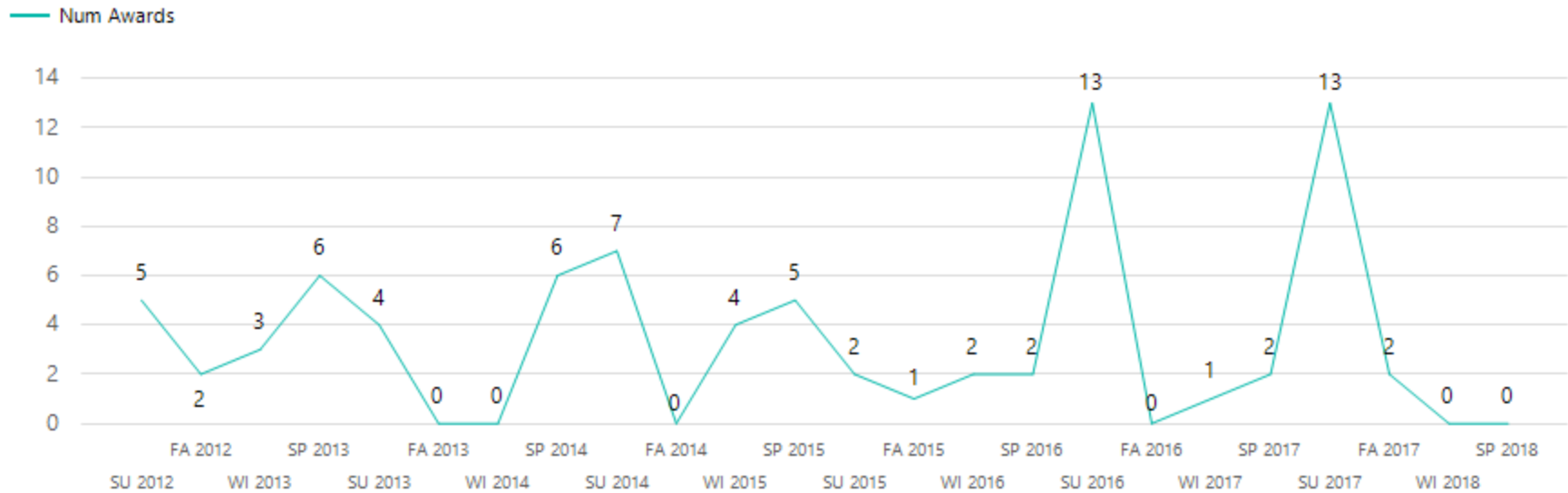
7D. PROGRAM ENROLLMENT AND AWARDS BY TERM

Number of unduplicated students declaring this degree by term enrolled. Snapshot date for count is last day of the term.

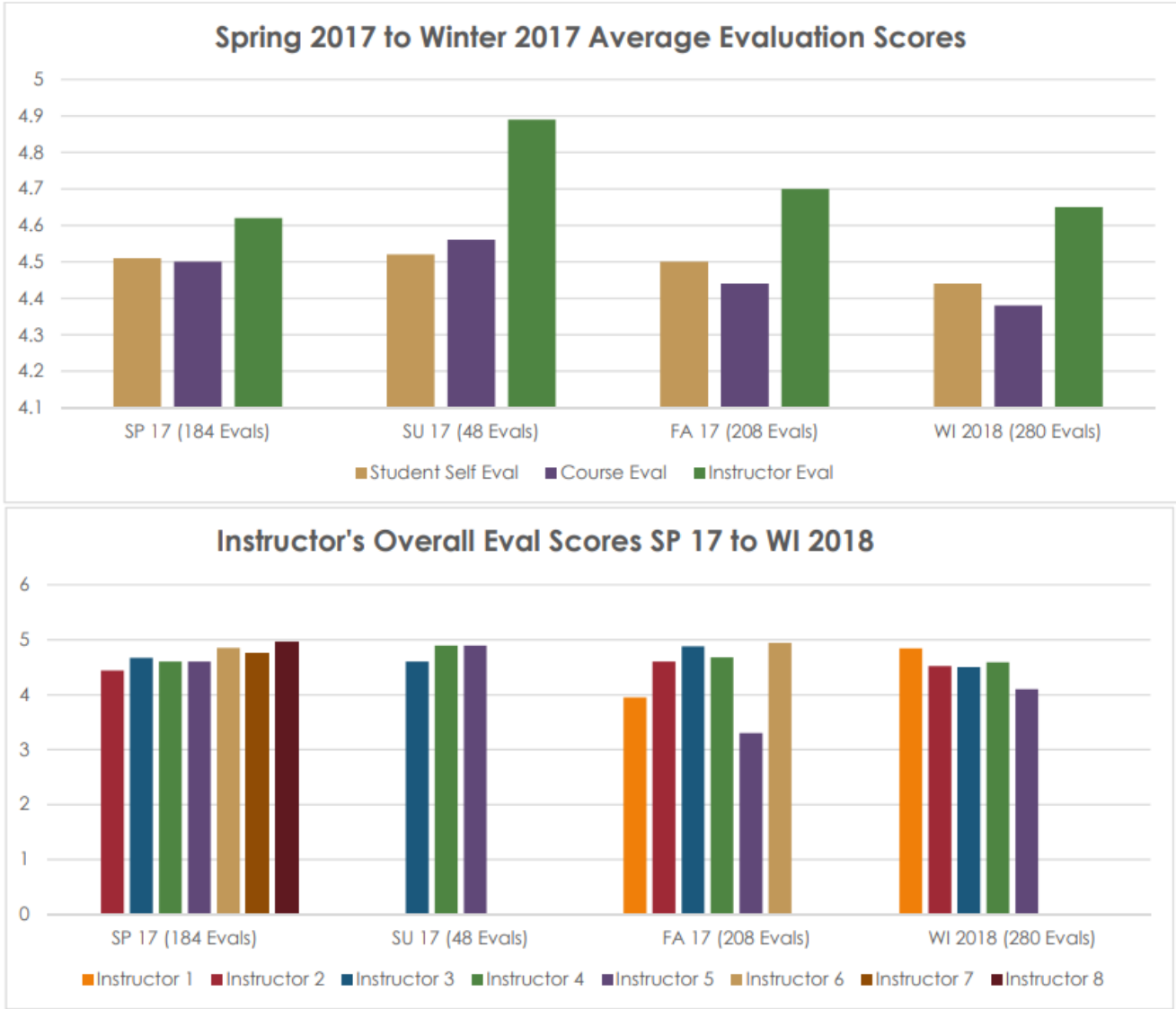


	SU 2012	FA 2012	WI 2013	SP 2013	SU 2013	FA 2013	WI 2014	SP 2014	SU 2014	FA 2014	WI 2015	SP 2015	SU 2015	FA 2015	WI 2016	SP 2016	SU 2016	FA 2016	WI 2017	SP 2017	SU 2017	FA 2017	WI 2018	SP 2018
Number Enrolled	37	74	72	71	38	94	82	69	38	82	76	83	45	88	84	68	26	74	68	74	30	75	75	72
	SU 2012	FA 2012	WI 2013	SP 2013	SU 2013	FA 2013	WI 2014	SP 2014	SU 2014	FA 2014	WI 2015	SP 2015	SU 2015	FA 2015	WI 2016	SP 2016	SU 2016	FA 2016	WI 2017	SP 2017	SU 2017	FA 2017	WI 2018	SP 2018
Number Awards	5	2	3	6	4	0	0	6	7	0	4	5	2	1	2	2	13	0	1	2	13	2	0	0

Number of Awards



7E. COURSE EVALUATIONS



7F. INSTRUCTIONAL PROGRAM REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
1—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals..
2—Labor Market Projection	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
3—Resources				
Professional Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
Faculty Meeting Instructional Needs	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
Facilities and Equipment	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.
4—Effectiveness				
Student Learning Outcomes Assessment	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.	Minimal evidence of SLO assessment.

Student Success	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.
5—Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
6—Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
7—New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
8—Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the college.	There is evidence that planning intermittently informs some selection of services to support the college.	Minimal evidence that plans inform selection the of services to support the college.
	Highly Developed	Developed	Emerging	Initial