



2017-18

Business Technology

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CONTENTS

0. Preface: Program Evaluation Summary.....	4
0A. Overall Program Evaluation.....	4
0B. Department Strengths	4
0C. Department Weaknesses	4
0D. Recommendations for Improvement	4
1. Program/Discipline Mission/Goals and Link to Strategic Plan	4
1A. Describe progress toward goals set in previous review, annual budget presentations, and/or strategic budget planning.....	4
1B. Have you met your previously set goals? If not, how do you plan to meet them?	5
2. Program/discipline description and overview.....	5
2A. Provide the catalog description of the program.	5
2b. Describe how and to what degree the program description reflects the program's overall goals. If it does not, revise program description.....	6
2C. Community labor market need analysis and projection.....	6
2C.i. Has the demand for graduates changed in the past five years? If so how and to what degree?	6
2C.ii. What is the expected market demand for the future? How might the program adjust to these projections?	6
2D. Describe the specific curricular, instructional, or other changes made in the previous five years.....	7
3. Resources.....	7
3A. Describe faculty composition, qualifications, and professional development.	7
3A.i. What percent of faculty are full-time? Part-time?	8
3A.ii. What are the minimum degree qualifications? What percent of faculty exceed minimum degree qualifications?	8
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?	8
3A.iv. Are faculty composition, qualifications, and professional development meeting instructional needs? If not, describe any plans that will address this.....	9
3B. Describe the specific facilities, equipment, and materials used by the program.	9
3B.i. Are facilities meeting instructional needs? If not, describe any plans that will address this.	10
3B.ii. Is equipment meeting instructional needs? If not, describe any plans that will address this.	11
3B.iii. Are instructional materials meeting program needs? If not, describe any plans that will address this.	11
3C. Describe the instructional support services the program uses.....	12
3C.i. Review LRC holdings for relevancy and currency to program.	12
3C.ii. Review program student use of tutoring and e-tutoring.	13

3C.iii. Review program student use of testing services	13
3C.iv. Review other instructional support services (student clubs, advising, TRiO, Veterans Services, etc.) if applicable.....	13
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).....	13
4. Effectiveness.....	14
3A. Student learning outcomes assessment.....	14
3A.i. Course learning outcomes (CLO).....	14
3A.i.1 Describe evidence of student proficiency in CLOs. If there is no evidence, describe plans to address this.	14
3A.ii Program learning outcomes (PLO)	15
3B. Student success.....	15
3B.i. Describe enrollment trends and plans to address them.	15
3B.ii. Describe degree awarded trends and plans to address them.	16
3B.iii. Review transferability of program.....	16
3C. Student engagement and satisfaction	17
3C.i. Course evaluations data and analysis	17
3C.ii Job placement data and analysis (if available)	17
5. Budget	17
5A. Provide five-year cost margin data and analysis.	17
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.	17
5C. Explain any budgetary challenges and any plans to address them.	18
6. Conclusion.....	18
6A. Describe program strengths.....	18
6B. Describe program weaknesses.....	18
6C. Describe support needed.	19
6D. Create new goals and link them to the strategic plan.....	19
8. Appendices	20
8A. Labor Market Data	20
8B. General Education Changes 2016.....	20
8C: Course Revisions Consideration and History	22
8D: Program Assessment 2017-18	22
8E. Program Enrollment and Awards by Term	23
8F. Course Evaluation Results	26

8G. Cost Margin.....	27
8H. Instructional Program Review Rubric	28

0. PREFACE: PROGRAM EVALUATION SUMMARY

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

0A. OVERALL PROGRAM EVALUATION

Weighted average: 3.00. This scores as developed (program exhibits evidence that planning guides programs and services selection that supports the College).

0B. DEPARTMENT STRENGTHS

Strengths listed in feedback included a projected job growth, technology resources, qualified instructors, and the flexibility of the program.

0C. DEPARTMENT WEAKNESSES

Two-thirds of respondents identified low enrollment, completions, and sustainability as an area of concern.

0D. RECOMMENDATIONS FOR IMPROVEMENT

- Market the program to workforce development and community education students.
- Update courses on a cyclical rotation if possible to keep that work manageable.
- Develop long-term, comprehensive plan to increase enrollment.

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.

Strategic plan goals as of February 2018:

Improve Access:

Goal 1: Improve student access by reviewing curriculum maps and align maps with business management and accounting.

- Monitor student degree completion timelines to evaluate effectiveness of curriculum map revisions.
- Coordinate with accounting and business technology program leads regarding impact of map revisions and propose scheduling changes if needed.

Goal 2: Increase the use of open educational resources (OERs) in appropriate courses.

- Research and adopt a minimum of one additional OERs in a required program course.

- OERs adopted in courses to date: OST 131, CAS 133, CAS 133L, CAS 245, CAS 245L, CAS 247, CAS 247L, CAS 121

Improve Use of Thoughtful Planning:

Goal 3: Enhance program visibility

- Evaluate current program advisory committee membership and make revisions as needed.
 - Coordinate with marketing/webmaster to enhance business technology webpage and include student success stories and other relevant highlights. (Using KCC student in marketing materials.)

2014-17 Summary of Strategic Goals:

- Increase enrollment and program profitability via marketing, alternative delivery formats and scheduling, and project-based training.
- The department will investigate Microsoft and other certifications that would increase the likelihood of an individual's career success.
- Recruit advisory committee members who know the needs of their Industry.
- Pursue alignment of current degree requirements to improve transfer success to business administration programs at four-year institutions.

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

☒ Yes

☐ No

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

Two-Year Associate of Applied Science Degree

The Business Technology program options allow students to meet their career goals whether related to job-entry preparation, job advancement, or college transfer. The program provides a strong foundation of technology skills and courses in business. The program includes industry standard computer programs.

The Administrative Office Professional AAS degree is offered to students seeking employment as professional administrative assistants. This program is designed for students who seek immediate employment in the wide-open field of administrative professionals; training is applicable for both first-time job seekers and experienced employees who would like to advance in their careers. The Administrative Office Professional program allows students to meet their career goals whether related to job-entry preparation, job advancement, or college transfer.

Market driven and industry validated, the newly revamped Administrative Office Professional (AOP) state-wide degree program reflects the evolving responsibilities of administrative assistants. Office

professionals are increasingly self-directed and technically proficient. The AOP program emphasizes software skills, project management, Internet communications and research, meeting and event preparation, customer service and public relations, the abilities to think logically and to demonstrate problem-solving techniques, and the need to successfully interact with a variety of personalities.

One-Year Certificate of Completion

This program provides a strong foundation of basic skills in office administration. Emphasis is placed on critical thinking and interpersonal skills. Course work includes related instruction requirements, industry-standard computer programs, and specific business and office administration courses.

Less-Than-One-Year Certificate of Completion

The Office Support Specialist Career Pathway Certificate allows students to gain the knowledge, attitudes, and office skills needed for employment in entry-level administrative assistant/office support specialist roles. Students completing this certificate gain a competitive advantage when applying for positions in a wide variety of settings including small businesses, schools, and government agencies.

For students who plan to continue their education, credits earned transfer to the Administrative Office Professional Certificate and the Administrative Office Professional Associate of Applied Science degree. This alignment allows students to build on program completion while pursuing additional educational goals.

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 reflects the programs overall goals. The strategic goals of adopting OERs, increased program visibility, and curriculum map alignment would not be appropriate to include in the program description.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

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

☐ Yes

☐ No

☒ Unable to locate data for demand for graduates in the past five years

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

Employment outlook for secretaries and administrative assistants, except legal, medical, and executive:

Statewide employment analysis: 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 a somewhat slower rate than the statewide average growth rate for all occupations through 2024. (See [Appendix A.](#))

Area employment projections for secretaries and administrative assistants, except legal, medical, and executive from 2014 to 2024:

- Nationally: Decrease in administrative assistant jobs of 6.5%
- Oregon: Increase of these jobs of over 7.4%
- Region: Increase 5.6% of new jobs

Reasonable employment opportunities exist for graduates of the program. No program adjustments are needed.

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

General education changes made in 2016 (See [Appendix B](#)):

- To make changes to the AAS, it must be approved first by the AOP program of study through the state. Changes can be made to the one-year cert and career pathway.
- Technical core requirements for the AAS Administrative Office Professional (AOP) have remained the same.
- Technical specialty requirements for the AOP have remained the same.
- Courses are taught online, hybrid, and face-to-face
- Course updated in 2014 to Microsoft Office 2013
 - Skills assessment software (SAM) was introduced in most CAS courses
 - SAM is an interactive online learning environment that assists students in mastering Microsoft Office skills and computer concepts.
 - With SAM students use self-paced learning of Microsoft Office applications.
 - Additionally, instructors' workloads are reduced with auto-graded assignments and exams and course setup and management tools.
- Curriculum development funds have been requested to revise CAS courses from Office 2013 to Office 2016. Much of the course content is outdated, and the software the College provides to students at no cost is Office 2016, but the course resources are based on Office 2013. Also, the MS Office 2013 release did not include a version for Macintosh, so those students must use the Windows version.
- CCOGSs for several of the program courses have been revised and updated.
- Every program course is now fully developed in Canvas.
- Ongoing assessment of program and course outcomes continues each term. Part-time faculty are directly involved in this assessment process, in the design of their courses, and in the selection of their textbooks.

A significant attempt has been made to use no- or low-cost textbooks; as of May 16, five program courses require OERs. Every attempt is made to eliminate or reduce costs for students.

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 are one full-time faculty and four part-time faculty who teach for the Business Technology 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 administration program lead/faculty, and at least two additional part-time faculty.

Many of the program courses are taught by adjunct instructors. The program lead has spent a great deal of time supporting and assisting these instructors, approximately two hours each month. Most experienced adjunct instructors have been hired full-time to oversee other own programs. The wonderful and skilled instructors include Peggy Bullock, Pete Brandsness, and Doug Kirby. Since January 2016, at least half a dozen new instructors have been trained.

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

Program faculty bring a variety of depth and breadth of formalized educational experience and work experience. The minimum degree requirement for program faculty is an associate degree. All program faculty exceed the minimum requirement. The college-wide staffing ratio for full-time and part-time instruction has hovered over 50% for the last five years.

Program faculty 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 degree attainment is detailed below.

Faculty Name	Courses Taught	Degree Attainment
Patti Mcmann	OST 131, CAS 60, BUS 214, TEX 280	Unknown
Pete Brandsness	CAS 170, CAS 216, CAS 133	Master's
Peggy Bullock	CAS 121, CAS 122	Master's
Ann Strunk	CAS 133, CAS 121, CAS 122	Master's
Linda Davenport	BUS – Business Courses	Master's
Kathy Hewitt	BUS – Accounting Courses	Master's
James Stoutamore	CAS 133	Bachelor's
Dennis Oden	BUS 224, BUS 226	Master's
Jan Kelley	CAS 121, CAS 122, CAS 133, CAS 216	Unknown
Nicole Mace	CAS 121, CAS 216, CAS 133	Master's
Frank Drew	CAS 133	Master's

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?

New faculty have an on-boarding process that includes a variety of technology and instructional training including phone, e-mail, in-class technology, and many frequent trainings to use KCC's learning management system.

In-service trainings for adjunct faculty are held each term. Faculty are provided with Title IX training. They were oriented to our TRiO program and the LRC, testing, and tutoring services available on campus. In addition, the Center for Teaching and Learning provides trainings in assessment, Canvas, instructional design, educational technology use, and teaching best practices.

The lead attended the Association for Career and Technical Education (ACTE) conference held in Las Vegas, Nevada in December 2016. Also, the lead has attended the annual Learning Computing conference. The conference provided an opportunity to learn new technologies that you can use in your classroom, hear the latest on industry trends from the experts and share teaching best practices with instructors from across the country.

Professional development opportunities for all faculty are readily available and continuously offered in both live and distance education formats. In addition, drop-in office hours, individual appointments, and one-on-one training session either face-to-face or through Skype for Business are available.

The faculty senate offers over \$20,000 in funding to support both full - and part-faculty with external professional development opportunities.

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

☒ Yes

☐ No

☐ Somewhat

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

Facilities

KCC continues to increase its physical footprint to meet increasing enrollment, the diverse needs of students, and workforce needs in the community. KCC began offering classes in a church basement in 1996, and moved to a 57-acre location southeast of Klamath Falls proper in 2000. The property featured the first two buildings that would become the KCC's first permanent home. As part of an ongoing effort to meet ever-changing community needs, KCC added two new buildings in 2010 -- a 30,000-square-foot structure home to health and science courses, and a 16,000-square-foot building that is home to career technical education, including automotive and diesel technology, and construction management.

Most recently, KCC secured a three million dollar Economic Development Administration grant that partially funded a \$15.7 million project to create two new campus spaces and increase the campus footprint by 40 percent. The project was completed with an additional \$4.85 million of private placement bond funds and \$7.85 million from the state. Founders Hall will provide a one-stop center for student services, the Learning Resource Center, tutoring center, a computer lab and study area, and administrative offices. The new Work Skills Technology Center will house computer labs and classrooms for expanding career technical programs and non-credit and workforce curriculum. Technology and equipment for the center was largely purchased with monies from a capital campaign that raised more than \$650,000.

Work Skills Technology Center

The first major component of Phase 2 is the 20,000-square-foot Work Skills Technology Center. BBT Architects and Bogatay Construction were contracted to complete this project, which broke ground in October 2016 and opened Fall Term 2017. This primarily academic structure will allow the college to both enhance existing programs and develop new ones. Nine classrooms are dedicated to KCC programs. Three of these classrooms will include synchronous learning labs to for instruction to remote locations.

The program lead assisted in the design of two computer labs in Building 8. Both labs have two monitors per workstation, three large screens mounted on three walls of the lab, a SMART Board, and a printer. The student feedback so far has been very favorable regarding the lab design, particularly using the dual monitors.

Several business technology resources are available in the labs, such as paper stands, reference books, simulation packets, basic headsets, etc.

Several sets of course materials, which are still in use, have been purchased for courses. A set of workbooks and textbooks were purchased for the CAS 245/CAS 247 courses and are loaned to students. A set of drill books are available for keyboarding and 10-key courses.

A shift away from hard copy to digital resources has occurred in the last three years, and the use of digital resources will continue to grow. It seems like the educational publishers are emphasizing the purchase of digital resources, and traditional printed textbooks are becoming less common and more expensive. Dual monitors are essential when using digital resources. The college began offering Microsoft Office to students at no charge with the 2013 version. The no-cost availability of Office has been very beneficial for students enrolled in business technology courses.

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

☒ Yes

☐ No

☐ Somewhat

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

- ☒ Yes
☐ No
☐ Somewhat

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

- ☐ Yes
☒ No
☐ Somewhat

The student labs and tutorials are outdated. The main concern is the student labs are written for Office 2013, and the software used is Office 2016. The courses listed in the table below are based on Office 2013 and will be revised based on Office 2016 (Windows and Mac OS). The time compensated will be used for the tasks below.

Course Revisions: Tentative Schedule for CAS/OST

Summer 2018	Fall 2018	Winter 2019	Spring 2019	Beyond
OST 131	CAS 133	CAS 216	CAS 245/247	
CAS 170				CAS 140
				CAS 120/122

- Learn how to use McGraw SIMnet – software and e-book (in progress)
- Build exams, projects, and e-learning using SIMnet
- Build Canvas courses integrating SIMnet published materials and instructor-created materials
- Create a “getting started” module for students

The program lead has requested curriculum development funds for summer term 2018 in order to revise existing courses. Funding was approved for OST 131, CAS 170, and CAS 216 and denied for CAS 133 lab with no comments provided regarding the other courses.

If funding is available the lead would like to work on CAS 170 and CAS 133 courses this summer. Attached is a presentation outlining the key points regarding the move to SIMnet (slides 1 to 24) and slides for adjunct training (slides 26 to 46). (See [Appendix C.](#)) The lead has contacted the publisher for access to sample SIMnet course site. The lead will evaluate Pearson’s MyLab IT to ensure it is not a product choice. Pearson recently granted instructor clearance, and the lead has reached out to colleagues for input in addition to reading several white papers regarding using Office simulation software and e-books.

The lead has already started working with the accounting lead on OST 131, and the plan is to move to OERs during Summer Term 2018.

The following tasks will have be done during the term in which the course is taught:

- Develop additional student exams, projects, and e-learning assignments
- Complete the assignments as if the instructor were a student; it is especially important for the instructors to do the labs before the students
- Write student notes and tips and tricks
- Develop student how-to videos
- Modify grading rubrics

Other issues that will need to addressed include adjunct instructor training on SIMnet as well as the cost of SIMnet.

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 Technology 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 Spring Term 2018 the library houses a total of nearly 7,000 books and videos. The KCC LRC collection includes 358 books and 28 videos in business subject areas. Of these items, 159 were added since 2015. This collection includes many titles focused on business topics covered in the business technology curriculum (e.g., business communications, management, accounting, 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 some of these are texts for business technology 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. These collections include some titles focused specifically on business technology, including *OfficePro* and *Administrative Professional Today*.

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 and computer classes and for other classes commonly taken by business technology students, including mathematics and writing. Online tutoring in business, computers, 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 technology student use of tutoring and e-tutoring. However, in calendar year 2017, the Tutoring Center log indicated totals of 105 hours of tutoring for 86 individual students in ACC, BUS, and CAS classes, and the TutorMe log indicated 29.5 hours for 12 individual students in accounting, business, and general computers. For both modes of tutoring delivery, some business technology students may also have received tutoring in math, writing, and other subjects included in that program's curriculum.

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 Microsoft Office Specialist exam.

Data are not currently available to specifically show the extent of business technology student use of Testing Center services, but the Testing Center log shows that, in calendar year 2017, 547 tests were administered and proctored for instructors in ACC, BUS, and CAS classes. Business technology students may also have taken tests for other KCC courses, placement, college credit, or licensing exams.

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

N/A

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 faculty in the Business Technology program use Canvas for delivery of program coursework face-to-face, online, synchronous, and in hybrid format. Most faculty has been trained in Canvas tools and applications and work closely the Center for Teaching and Learning for assistance in course design. At least one part-time faculty waived the canvas training, resulting in several obstacles. All program coursework is available in both face-to-face and online versions to meet student needs. Faculty continue to experiment with hybrid delivery when appropriate based on student demand and term scheduling.

4. EFFECTIVENESS

3A. STUDENT LEARNING OUTCOMES ASSESSMENT

3A.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 Technology program assessed outcomes at the course and program level. (See [Appendix D.](#))

At the time of this review, five business technology courses have been assessed for course learning outcome achievement. Of those, 80% reported that students achieved proficiency in the outcomes selected for assessment.

3A.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.

3A.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 business technology courses:

CAS 060
CAS 121
CAS 133
CAS 170
CAS 216

3A.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.

80% of courses assessed made changes to instruction. Examples of changes made in instruction include:

CAS 121: Based on my analysis, in the future, if I see a student who is not participating in the course beyond the first assignment, I will go beyond emailing and sending in multiple early alerts. I will call the students personally. Additionally, I will closely watch the completion of typing lessons towards the end of term to further encourage and support students.

CAS 133: Due to the large number of perfect scores on the projects, I think a more challenging exam may be warranted. For students to demonstrate understanding of higher level skills, it may also be more appropriate to use a capstone project as the final exam. Additionally, this could be in a portfolio format featuring student work samples.

CAS 170: Since the last assessment, I eliminated the tutorial review assignment and added a case project. The review mirrored the tutorial and the case projects present a different scenario with less detailed instructions. As a result, they successfully demonstrated the Excel skills in a different scenario.

3A.II PROGRAM LEARNING OUTCOMES (PLO)

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

At the time this document was written, there is no evidence of student proficiency in PLOs. One PLO is scheduled to be assessed during Spring Term 2018.

3A.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.

At the time this document was written, there is no evidence of student proficiency in PLOs. One PLO is scheduled to be assessed during Spring Term 2018.

3B. STUDENT SUCCESS

3B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

Fall enrollment trends for this program have grown from zero to nine students in the previous two years ([See Appendix E](#)), which followed a program name change in 2015. (Data prior to Spring Term 2016 is unavailable.) A limited number of students each year also begin in the Business Technology program but then change to either accounting or business administration as they gain exposure to these related areas.

It is always the desire of the program lead to grow the Business Technology 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. A second strategy is careful advising and relationship building with both the students and KCC student support teams, such as marketing and student enrollment.

Plans to address enrollment trends include completing two enrollment tasks per year:

1. Outreach
 - a. High school
 - i. Dual credit
 - ii. College Now
 - b. Night program
 - c. Distance education

- d. Continuing education opportunities/professional development
 - e. Encouraging students to seek an AOP certificate along with their accounting, management or HIM associates degree/certificate
 - f. Marketing
 - i. Flyers
 - ii. Targeted audience
 - 1. Local business owners
 - 2. City/county schools
 - 3. Hospital
 - 4. Military
2. Ideas
1. Program named changed from Administrative Office Professional to Business Technology.
 - a. The reason for the name change is to identify the software application courses as well as the office skills courses with the program name. Also, the hope is to attract more males to the program which is traditionally female dominant. Lastly, the program has moved from the business department to the technology and STEM area. The new, broader name is fitting.
 2. Certiport Testing: Microsoft Certified Application Specialist
 3. Revising Support Specialist Career Pathway Certificate
 4. Improve advising: Career clusters, meet and give program overview
 5. Clear Articulation: Bachelors of Applied Science – OIT
 6. Participating and recruiting at student events
 - Working with CAS instructors to educate them about the program
 - Asking your current students to recruit new students
 - Use CAS 133 to promote program
 - Program t-shirts, buttons, etc.?
 - Technology instructors guest speakers in technology general education classes.
 - Working with Student life, TRiO, Veterans Services, and the LRC to get the word out about your programs
 - Program flyers out in common student areas

3B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

Completion rates have increased 180% since Fall Term 2016. (See [Appendix E.](#)) The plan is to increase enrollment (see above) in order to increase completion rates.

3B.III. REVIEW TRANSFERABILITY OF PROGRAM.

3B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

The program currently has an articulated pathway to OIT's Bachelor of Applied Science degree.

3B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

☐ Yes

☒ No

3C. STUDENT ENGAGEMENT AND SATISFACTION

3C.I. COURSE EVALUATIONS DATA AND ANALYSIS

3C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Instructional methods have not been adjusted at the program level based on student course evaluation feedback. No discernable trends have been identified for improvement. (See [Appendix F.](#)) The measure used to drive changes based on course evaluations is an average below four on a five-point scale. No courses have average trends below the threshold limit. Instructional methods have changed over time to provide access, but these changes are not the direct result of student course evaluations.

3C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Full- and part-time faculty frequently review course evaluations and make individual instructor course changes from term-to-term and year-to-year.

3C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

Job placement data is not available at this time.

5. BUDGET

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

Cost margin data (See [Appendix G](#)) for the available reporting periods is summarized below:

2014-15: (\$1,663)

2015-16: (\$7,073)

2016-17: (\$1,187)

The program lead is very hopeful that 2017-18 data will be far more positive due to careful scheduling and higher enrollment in primary program coursework. There will be significant impact to program revenue related to the upcoming tuition increase as primary program coursework does contain labs or combined format structures, which will show the greatest increase in revenue from tuition. Also, two CAS courses included in the business technology area (CAS 133 and CAS 170) generate a very positive CMA.

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 Technology 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.

None at this time.

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

The strength of this program is that it has four unique classes to the program, but they apply to other degrees and general education. Also, the structure of the technical specialty courses at KCC is a bit unique. Many skills are embedded into CAS 245/247 that are taught as stand-alone courses at larger colleges, for example filing is taught in CAS 247 and KCC does not offer filing as a course. This is cost effective for KCC but adds to the rigor of the courses. Courses require an experienced, knowledgeable instructor. The program lead has to wear two hats: one for office systems and procedures and one for application software; the lead has over 20 years of experience teaching in both of these content areas.

Statewide program: Offered 2010 to present, ten of the 17 colleges, under the direction of Ron Dodge from the Oregon Department of Education (ODE), formed a statewide consortium. The ODE requires every participating college to have a consortium representative, and the current program lead has always been KCC's point person. The main goal of the group was to develop a program that was current, aligned with core standards, and transferable to other community colleges. A matrix was created that identifies each participating college's program alignment. The core standards were ranked by a statewide advisory committee. Then many hours were spent matching course outcomes to the core standards. The Administrative Office Professional degree was the first statewide degree in Oregon, and retail management was the first statewide certificate. All program changes have to be voted on by the consortium. The program lead attends bi-annual meetings where future goals are set. Current goals are listed below:

1. Develop an Associate of Applied Science degree that reflects current industry standards.
2. Monitor the statewide programs in Administrative Office Professional.
3. Transferability of courses for students across all systems.
4. Bring our industry representatives on board locally and statewide.

AOP students are requested for Work-Study positions and are involved in student clubs and government. The program faculty and students have routinely assisted with many events on campus, including the administrative professional day luncheon and the etiquette dinner.

6B. DESCRIBE PROGRAM WEAKNESSES.

- Other programs compete with this program that may attract students such as computer engineering technology and health information management.
- There has been traditionally low program enrollment.
- Course scheduling: The scheduling of all courses in the program should be planned out on an annual basis and re-evaluated each term based on general student enrollment trends. Careful consideration of the sequencing of courses and the terms in which they are offered is reviewed in regular department

conversations, and revisions are made as necessary to enhance program effectiveness and to reduce barriers for students.

- No formal evaluation process exists to determine if part-time faculty needs are met, though informal conversations take place frequently throughout the term.

6C. DESCRIBE SUPPORT NEEDED.

- There is currently no official tracking system in place for students who leave KCC. There is a general feeling that students are prepared for the office environment when they satisfactorily complete their AOP program activities. A follow-up survey could be an appropriate tool to fully assess this and could be reasonably implemented.
- Marketing: Develop a marketing plan aimed at items to increase enrollment.
- Paid time for curriculum development when the College moves to a new version of Microsoft Office. There is frequent conversation regarding the need to keep curriculum current and updated, especially as related to use of technology in the classroom. This creates ongoing challenges for faculty to have the opportunity to access and learn new technology to keep the program up-to-date, especially as compared to technology available for students at both the local high school and university levels.

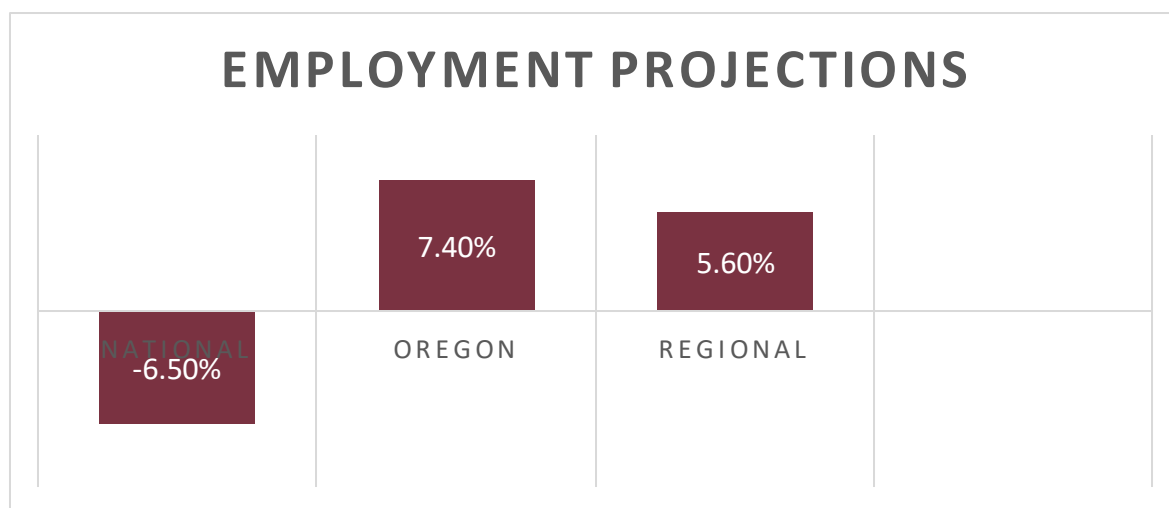
6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

[See section 1](#) for current and past strategic plan goals.

8. APPENDICES

8A. LABOR MARKET DATA

- Nationally: Decrease in administrative assistant jobs of 6%
- **Oregon: Increase of these jobs of over 7%**
- Region: Over 5% of new jobs develop in this area
- Potential earnings – Average of **\$36,033** annually in our region for Administrative Assistants



8B. GENERAL EDUCATION CHANGES 2016

	Course Title	Credits	Change Credits	change
	General Education Req	39	27	
CGS100	Student Success	3	3	
CAS 133	Introduction to Computer Applications	4	4	Name changed from BUS 131

Klamath Community College Instructional Program Review: Business Technology

SPE 111	Fundamentals of Speech	3	3	
WRI 121	English Composition I	4	4	
BUS 214	Business Communications	3	3	
HPE 295	Health and Wellness	3	0	Eliminate: Would become a suggested elective
MTH 111		5	4	Change to 65 or Higher
Arts/Letters Elective	PHL 209	3	3	
Social Science	Psy 101 and 201	3	3	
Science/Math/Computer		8	0	Eliminate
	TECHNICAL CORE:	26	28	
BUS101	Introduction to Business	4	4	
BUS 206	Management Fundamentals	3	3	
BUS 111/211	Principles of Accounting I	4	4	
BUS 228	Computerized Accounting	3	3	
BUS 226	Business Law	3	3	
BUS 280	Cooperative Work Experience	2	4	
CAS 170	Spreadsheets	3	3	
CAS 216	Word Processing	3	3	
TEX 280	Cooperative Work Experience-Seminar	1	1	
OST 131	10-Key Calculators	1	1	
BUS 224	Human Resources	3	3	
BUS 285	Human Relations	3	3	
	TECHNICAL SPECIALITY	21	21	

CAS 122	Advanced Keyboarding	3	3	
CAS 245/Lab	Office Systems and Procedures (with lab)	4	4	
CAS 247/Lab	Advanced Business Projects (with lab)	4	4	
OST 120	Business Editing	3	3	
	Total Credits Completed	86	76	

Notes:

Associate of Applied Science degree is 90 credits No electives with current program Allow for 16 credits of electives

8C: COURSE REVISIONS CONSIDERATION AND HISTORY

PowerPoint file can be [found on SharePoint](#).

8D: PROGRAM ASSESSMENT 2017-18

Course Learning Outcomes Assessment

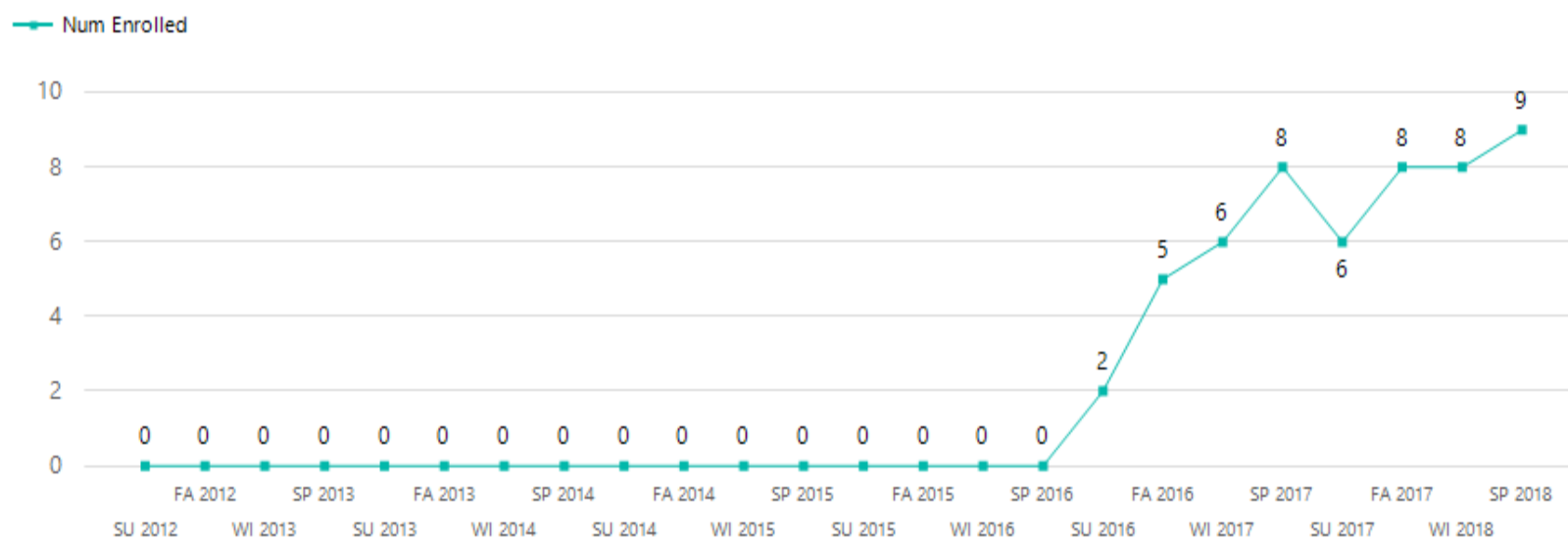
Course	Term	Instructor	Outcome	Proficiency	Target Met?	Adjustments?
CAS 133	Fall	Strunk	Demonstrate basic proficiency in commonly-used applications.	Word=100% Excel=85% PPT=95%	Yes	Yes
CAS 170	Fall	Saunders	Use Microsoft Excel to create personal and/or business spreadsheets following current professional standards.	83%	Yes	Yes
CAS 121	Winter	Mace	Demonstrate ability to keyboard by touch.	71%	No	Yes
CAS 133	Winter	Saunders	Explain computer concepts orally and in writing.	81%	Yes	Yes
OST131	Winter	McMann	Enter numbers by touch for speed and accuracy.	80%	Yes	No

Program Learning Outcomes Assessment

Course	Term	Instructor	Outcome	Proficiency	Target Met?	Adjustments?
CAS 247	Spring	Saunders	Demonstrate an understanding of general office skills and procedures.	TBD	TBD	TBD

8E. PROGRAM ENROLLMENT AND AWARDS BY TERM

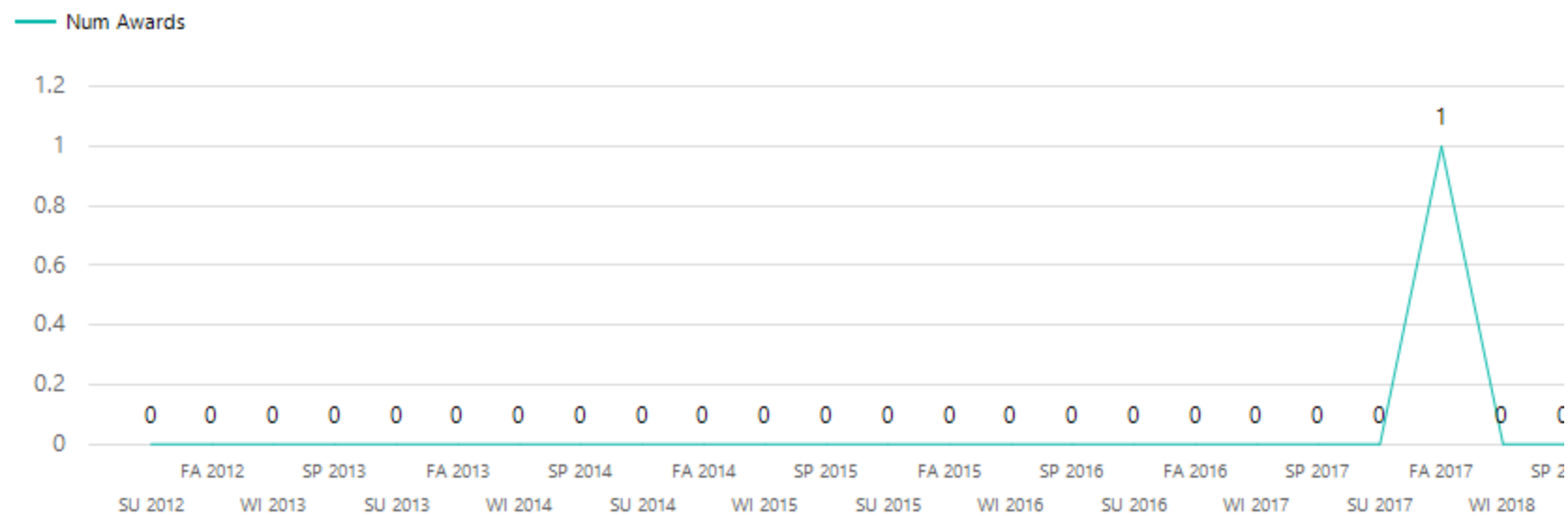
Number of unduplicated students declaring this degree by term enrolled. Snapshot date for count is last day of the term.



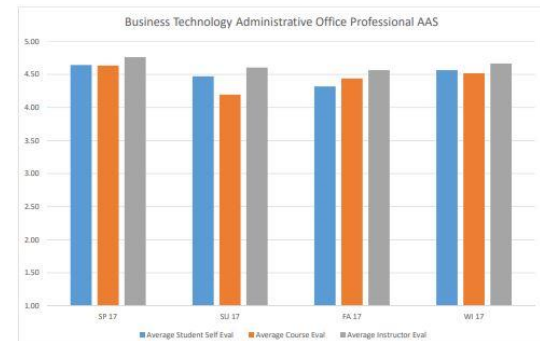
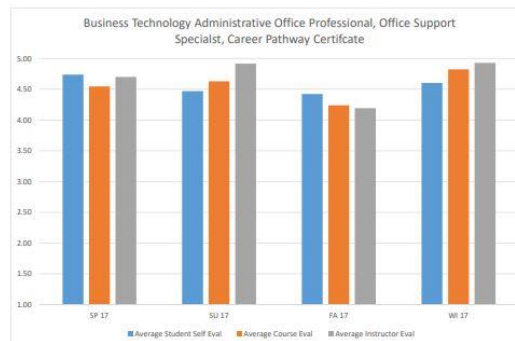
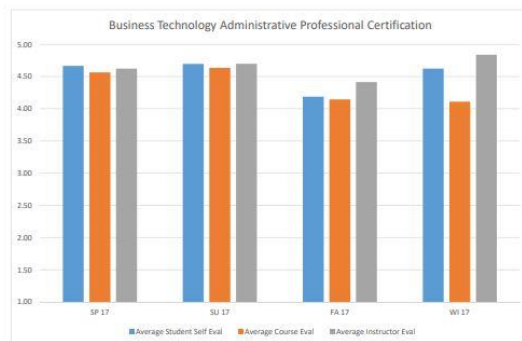
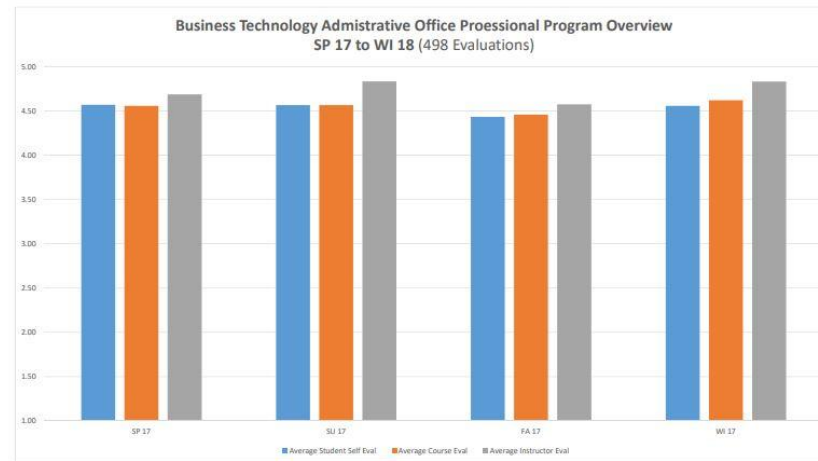
Klamath Community College Instructional Program Review: Business Technology

	SU 201 2	FA 201 2	WI 201 3	SP 201 3	SU 201 3	FA 201 3	WI 201 4	SP 201 4	SU 201 4	FA 201 4	WI 201 5	SP 201 5	SU 201 5	FA 201 5	WI 201 6	SP 201 6	SU 201 6	FA 201 6	WI 201 7	SP 201 7	SU 201 7	FA 201 7	WI 201 8	SP 201 8
Number Enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	5	6	8	6	8	8	9
	SU 201 2	FA 201 2	WI 201 3	SP 201 3	SU 201 3	FA 201 3	WI 201 4	SP 201 4	SU 201 4	FA 201 4	WI 201 5	SP 201 5	SU 201 5	FA 201 5	WI 201 6	SP 201 6	SU 201 6	FA 201 6	WI 201 7	SP 201 7	SU 201 7	FA 201 7	WI 201 8	SP 201 8
Number Awards	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0

Number of Awards



8F. COURSE EVALUATION RESULTS



8G. COST MARGIN

CMA						
	SU2016	FA2016	WI2017	SP2017	AY Total	
CREDIT_INST_LOAD	0	5	1.5	3.5	10	
CE_INST_LOAD	0	0	0	0	0	
OVERSIZE	0	0	0	0	0	
Lecture Credits	0	3	0	3	6	
Lab Credits	0	0	0	0	0	
Combined For. Cr.	0	1	1	1	3	
FacilityFee	\$ -	\$ 210.00	\$ 84.00	\$ 162.00	\$ 456.00	
Tuition	\$ -	\$ 3,132.50	\$ 1,253.00	\$ 2,506.00	\$ 6,891.50	
TechnologyFee	\$ -	\$ 140.00	\$ 56.00	\$ 112.00	\$ 308.00	
CourseFee	\$ -	\$ -	\$ -	\$ -	\$ -	
DistanceFee	\$ -	\$ -	\$ 231.00	\$ 346.50	\$ 577.50	
StudentGovtFee	\$ -	\$ 87.50	\$ 35.00	\$ 70.00	\$ 192.50	
TotalTuitionFees	\$ -	\$ 3,570.00	\$ 1,659.00	\$ 3,210.50	\$ 8,439.50	
Reimbursable_FTE	0	0.927441	0.560781	0.754894	2.243116	
Headcount	0	17	14	14	45	
ADJPay	\$ -	\$ 3,978.50	\$ 1,062.28	\$ 3,037.53	\$ 8,078.32	
FTPay	\$ -	\$ -	\$ -	\$ -	\$ -	
CEPay	\$ -	\$ -	\$ -	\$ -	\$ -	
TotalPay	\$ -	\$ 3,978.50	\$ 1,062.28	\$ 3,037.53	\$ 8,078.32	
PayPerCreditLoad	#DIV/0!	795.7008621	708.1878889	867.8669615	807.8320509	
Margin	\$ -	\$ (846.00)	\$ 190.72	\$ (531.53)	\$ (1,186.82)	
				Margin/Tuition	-17%	

20% Improvement (-37% last year)

8H. 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